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ABSTRACT

This manual suggests solutions to frequent questions of adult basic education (ABE) and General Educational Development (GED) teachers. The sourcebook is organized into six major sections. The first section, General Questions, includes a potpourri of questions. The other five categories are Reading, English, Mathematics, Social Studies/Science, and Special Clientele. A problem solving approach is used in the format. Each question has some or all of the following components: (1) "Background": information for those instructors who lack a background in the fundamentals of teaching reading, math, or English; (2) "Suggested Activities": instructional approaches relevant to the particular problem addressed; (3) "Suggested Materials": a guide to appropriate materials with names of publishing companies; and (4) "Teacher Reference": professional materials which provide more definitive answers or suggest other resources for exploration. A list of publishers and their addresses are found in Appendix D. (CSS)

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ADULT BASIC EDUCATION SOURCEBOOK:
Answers to Questions Commonly Asked by ABE/GED Instructors

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Forward

This Sourcebook is a product of the Region I Adult Education Service Center, one of five such adult basic education ABE/GED Centers, established throughout the state by the Illinois Office of Education in the summer of 1976. The Region I Center, operated by Northern Illinois University, serves the four county area around Chicago where there are an estimated 3,000 teachers working in remedial adult education programs.

The Service Center, open 45 hours weekly, serves as a base from which Center staff go out to programs with technical assistance and professional development programs, and into which ABE/GED teachers come to view classroom materials (over 5,000 entries); make or duplicate materials; check out materials or other resources; register for graduate courses in adult education; obtain consultative help; study (utilizing the professional collection or the ERIC collection); or just visit with the staff and each other.

In the contacts with teachers over the two years, the Center staff have realized that certain problems arise again and again in the ABE/GED classroom. The commonality of these problems, and the resulting questions of the teachers, transcends the program setting (urban, suburban), the institutional sponsorship (public school, community college, correctional facility), or the size of the program (two teachers, two thousand teachers). These problems have their genesis in the unique nature of an educational program for adults which has as its subject matter basic education.

The author of this Sourcebook is Donna D. Amstutz who has been with the Service Center from the beginning and who herself has been an ABE/GED teacher in several settings. As a Materials Specialist, Donna has consulted with hundreds of teachers on their classroom problems. She has taught a graduate course in Materials Development for ABE/GED, and is an adult continuing education doctoral student at Northern Illinois University.

The Sourcebook, however, goes beyond any one person. Special help was given the author by Gwen Usher, Maria Thiel, and Howard Heath in the reading and math sections, by Robert M. Smith in editing, by Sylene Peterson, Suzanne Royer, Jeanne Van Kirk and Susan Lally in technical production and typing, by Carol Hetland for initial design consultation, and especially by Virginia Jackson of the Center staff whose day-by-day contributions in thinking through the organization of the material and assistance in writing the modules has been invaluable.

The Region I Service Center offers you, the teachers, this Sourcebook which we hope will help you in the classroom to do a better job in helping your adult students complete their basic education.

Phyllis M. Cunningham,
Coordinator
Region I Adult Education
Service Center

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INTRODUCTION

This Sourcebook is intended to be used as a manual, a point of departure in which solutions are suggested rather than definitive answers given. Hopefully, it will stimulate you to uncover answers to your problems which take you beyond our suggestions. By nature, there is some redundancy in listing of materials and/or activities. This was done purposefully in the anticipation that teachers might look for answers only to the questions they had. There are many questions not addressed in this Sourcebook, but other related questions may provide the route for you to receive an answer.

The Sourcebook is organized into six major sections. The first section, General Questions, is the largest simply because it includes a potpourri of questions which were not easily categorized. The other five categories, Reading, English, Mathematics, Social Studies/Science and Special Clientele, are self-explanatory.

A problem solving approach is used as it seemed the most suitable format. Each question may have some or all of the following components:

BACKGROUND: When instructors are looking for suitable materials, they also often want a succinct explanation of the rationale for an answer. This section is particularly intended for those instructors who lack a background in the fundamentals of teaching reading, math or English. Many instructors tend to have their greatest expertise in one academic area, and need to investigate the scope and sequence of the other basic skill areas.

SUGGESTED ACTIVITIES — This section also appears as "Suggested Remedy," "Suggested Approaches," or sometimes, simply, "Suggestions." These headings were deliberately designed to make this section relevant to the particular problem addressed.

SUGGESTED MATERIALS — This section is certainly not all inclusive of appropriate materials for a problem. It is intended to be a guide to materials but you may know of other materials that may be just as appropriate. Following each suggested material is the name of the publishing company. An entire list of publishers and their addresses for every noted material can be found in Appendix D.

TEACHER REFERENCE — Many questions could be expanded into entire books themselves. The professional materials suggested for reference will provide more definitive answers to a question or suggest other resources for your exploration.

PROBLEM: *How does the "old" GED test compare to the "new" GED test?*

BACKGROUND: Though the new tests differ somewhat from the old forms, there is a great deal of similarity between them. The major differences are:

1. The Writing Skills Test
   - A. No "Pronounciation" Section
   - B. Addition of "Logic and Organization" section
2. Science and Social Studies Tests
   - A. Inclusion of concept (discrete) item questions that do not refer to a reading passage
3. The Mathematics Test
   - A. Less emphasis on higher algebra
   - B. No square roots, complicated quadratic or simultaneous equations, or exponents
   - C. Increased emphasis on practical arithmetic computations
   - D. Word problems generally less complicated

With these changes in mind, we offer the following specific recommendations:*

1. Continue the general preparation currently provided. Reading, grammar and math skills remain critical to performance on the test.
2. Provide reading development using materials which have a social studies or science context. This does not mean that you should teach reading from a science or social studies textbook. Look for material that includes science and social studies concepts and generalizations. This type of preparation will increase the student's general background which should help in completing the concept items. Do not teach to the specific concept items when students, returning from the test, tell you about specific questions. There are 12 different forms of the new test and it is not likely that your students will all receive the same form.

3. Prepare students to expect some very difficult items, especially on the science test. Explain to them that there will probably be some items that they won't be able to answer, but that won't prevent them from passing the test. If the person answers about half of the items correctly, that student will probably pass the test.

4. Prepare students for the "no error" response option on the Writing Skills Test. Every item on this sub-test contains a "no-error" response option. This may confuse students because it introduces another element in responding to items with which students may be unfamiliar.

5. Do not panic. Percentage of persons passing the "new GED test" is approximately the same as the percentage of persons who passed the "old" GED test. The key word is adjust.

A comparison of the new and old test forms, expressed in percent of content area is shown on the next page.

*Information partially taken from a presentation by Ron Cervero and Joan Fischer, at an Adult Education Service Center Workshop, Summer, 1978.

GED TEST COMPARISON*

OLD TEST			NEW TEST	
Test I.	English		Writing Skills Test	
	Spelling	20%	Spelling, Punctuation & Capitalization	25%
	Capitalization & Punctuation	10%	Grammar & Conventional Usage	30%
	Usage	40%	Diction & Style	15%
	Sentence Correction	30%	Sentence Structure	15%
			Logic & Organization	15%
Test II.	Social Studies		Social Studies	
	Main Idea	10%	Economics	20%
	Subordinate Idea	35%	Geography	15%
	Inference	30%	Political Science	20%
	Application of Ideas	15%	History	25%
	Evaluation of Logic	5%	Behavioral Sciences	20%
	Style & Tone	5%		
Test III.	Science		Science	
	Main Idea	5%	Biology	50%
	Subordinate Idea	40%	Earth Science	20%
	Inference	30%	Chemistry	15%
	Application of Idea	25%	Physics	15%
Test IV.	Literature		Reading	
	no % set			
	Comprehension		Practical Reading	15%
	Interpretation		General Reading	35%
	Analysis of parts		Prose Literature	35%
	Analysis of whole		Poetry	10%
	Figurative Language		Drama	5%
	Literary Devices			
	Tone			
	Structure			
Test V.	Math		Math	
	Arithmetic	40%	Arithmetic (includes data interpretation)	55%
	Mensurational Geometry	18%	Geometry	20%
	Algebra	20%	Algebra	25%
	Algebra/Coordinate Geometry	8%		
	Data Interpretation	14%		

*This comparison was compiled by Nancy Chapman, Joliet Junior College, Joliet, Illinois, Summer, 1978

PROBLEM: *Is the Reading Skills Test the same as the former Interpretation of Literary Materials Test?*

BACKGROUND: The major difference between the "new" form, The Reading Skills Test, and the "old" form, Interpretation of Literary Materials is a larger emphasis on more practical, general reading skills on the new forms.

The content, with the percent of the test expressed in that area, according to the GED Testing Service of the American Council on Education is:

1. Practical Reading (15%) selections from instructions, handbooks, recipes, contracts, indexes, library references, catalog entries, nonpolitical cartoons, pictorial announcements, advertisements, newspapers, propaganda, forms

2. General Reading (35%) articles appealing to daily adult life like those in popular press; selections similar to those in textbooks; editorials

3. Prose (35%) Expository and creative prose; appealing to 20th century adults of both sexes, various ethnic and racial backgrounds; contemporary English writing of "acknowledged literary quality;" an "occasional period piece" from the 18th or 19th century

4. Poetry (10%) Light and serious verse; could be "accurately interpreted on first or second reading by majority of high school seniors without benefit of class discussion"

5. Drama (5%) Contemporary passages from comedy, tragedy, or social drama

SUGGESTED INSTRUCTION: Focus on improvement of general comprehension skills. Instruction should include practice in identifying style and tone, and four figures of speech: simile, metaphor, alliteration and personification. Teach students how to identify a sonnet. And, finally, exercises that require students to interpret symbols of speech are desirable.

SUGGESTED MATERIALS:

1. The New Cambridge GED Program for the Reading Skills Test, Cambridge
2. Test 4, The Reading Skills Test, Regnery

PROBLEM: *What is the best way to utilize the big (all-inclusive) GED books?*

BACKGROUND: Many adult basic education programs invest in the large GED books as they are generally less expensive than buying the five individual content area preparation books. The most severe limitation of these books is the lack of sufficient reinforcement exercises after a skill has been presented These books need an extraordinary amount of supplementation.

SUGGESTED PROCEDURE: Since most of these books include both a pre-test and a simulated GED test, the most obvious way to utilize them is for practice for students who are about to take the test. These practice tests are also helpful in determining a student's specific strengths and weaknesses in order to prescribe individual remediation. Some books do a better job of teaching specific reading skills than others. Check each book for usefulness in this area. Finally, be sure to exclude the extraneous portions of the books. For example, sections on square roots, gerunds and infinitives should be omitted in the instruction. Students do not generally have the ability to decide which skills are necessary to be learned. The instructor must choose those sections of the books that are relevant and helpful as either instruction or reinforcement.

PROBLEM: *How can programmed material be used most effectively?*

BACKGROUND: Programmed materials are a sequence of skills designed to instruct and reinforce learning. Programmed materials may be in either book form or some type of "learning machine" that uses film, filmstrips, computer tapes, videotape or a combination of stimuli. A student needs to check an answer in response to a set of statements, questions or problems. The student will generally agree or disagree with supplied answers. The student checks the answer immediately after responding to the question and proceeds to the next unit if correct. If he answers incorrectly, he can review or seek help from an instructor.

Programmed materials are especially effective within a classroom where students vary significantly in learning speed and ability. Students may also start at any time, at any place along the instructional continuum.

Advantages of Programmed Materials:*

1. small sequential steps - at least more often than not
2. immediate reinforcement
3. student can work independently
4. student can work at his own rate
5. student can review steps he does not understand
6. allows easier entrance into a program

Limitations of Programmed Materials:*

1. student sometimes cannot apply the learning to new situations
2. student becomes bored by the format
3. no opportunity for interaction with classmates
4. content may not meet a student's interests or needs
5. programmed format may not provide enough practice, or may provide more than the individual needs. (Some programmed books do suggest regression to a specific place in the book if answers are wrong, and some books tell the student that he is ready to move to the next concept; however, many programmed materials do not contain these features).

Ideal Use of Programmed Materials:

1. In combination with other methods and materials
2. For specific skills learning or reinforcement
3. As supplemental materials with students having a difficult time mastering a specific concept.
4. For students who merely need a brief review of a skill
5. For students who were not in class when a particular concept was discussed

*Section F, Selection of Materials, GED Instructor's Handbook, Muriel Marks, Project Director, State Board of Education, State of Illinois

PROBLEM: *What programmed materials are available for use with adult students?*

BACKGROUND: Programmed materials are particularly beneficial for highly motivated independent learners who can pace themselves. Programmed materials are also helpful to students who need remediation in a specific area. An individualized classroom can be enhanced with varying types of programmed materials. Kits may also be considered programmed materials (see page 11). This listing of materials deals specifically with print textual materials.

MATERIALS:

1. General Preparation

   A. Career Advancement Lab: A Self-Instructional Skills Program Covering All Five General Educational Development Exams, F.E. Braswell Company

      Modules are available separately in the following areas: English Usage, Skillful Reading, Spelling, Understanding Literature, Citizenship, Social Studies: Parts I and II, Biology: Parts I and II, Chemistry, Physical Science, Physics, Basic Algebra, Theory of Numbers, and Geometry. These modules are broken out into a total of 150 lessons, complete with mastery tests. This set of materials requires, according to the publishers, at least a sixth grade reading level.

   B. High School Equivalency - A Self-Teaching Program to Prepare You to Pass the High School Equivalency Examination, Learning Technology Incorporated.

      This series is composed of four books: Interpretation of Reading Materials, Correctness and Effectiveness of Expression, Mathematics - Parts I and II. Performance objectives are stated for each book; content is often humorous. The books are informal and adult in tone.

2. Spelling

   A. Spelling 1500: A Program, Harcourt Brace Jovanovich, Inc.

This programmed text is divided into three sections: Spellings That Are Predictable, Words Best Learned in Groups, and Spellings with Low Predictability. It has an extremely high vocabulary level (11th - 12th grade). Many adult oriented words in the areas of home economics, business and secretarial occupations, carpentry, masonry, plumbing and mechanical words are included.

B. Michigan Programmed Spelling Series, Levels 1-3, Ann Arbor Publishers

This semi-programmed series has cassettes available for levels 1 to 3. Two crossword puzzle mastery books are included

3. Vocabulary

A. Words, A Programmed Course in Vocabulary Development, SRA

Designed for grade levels 7-9, this text concentrates mainly on affixes as the means to vocabulary development.

4. English

A. English 2200, English 2600, English 3200, Harcourt, Brace and Jovanovich

These three books are sequential in development of English grammar. A sixth grade reading level would be necessary to begin the series.

5. Composition

A. A Programmed Approach to Writing, Books 1-3, Ginn and Company

Skills taught include main idea, classification of details, explanation of ideas, development of topic sentences, sequence of ideas, and cause-effect relationships. Content is not always adult in tone.

6. Basic Reading

A. (1) The Mott Basic Language Skills Program, Books 1300-1310, Allied Education Council

This semi-programmed series of books begins with reading readiness exercises and develops through phonics to development of reading comprehension skills. The main emphasis is on word attack skills.

(2) The Mott Basic Language Skills Program, Books 1911-1914, Allied Education Council

This series includes fundamentals of grammar, sentence structure, vocabulary study and spelling.

(3) The Mott Basic Language Skills Program, Comprehension Series, 300 and 600 series, Allied Education Council

The Comprehension Series is designed to develop understanding and retention of narrative material of high interest on an adult level.

B. Programmed Reading for Adults, Books 3-8, A Sullivan Associates Program, McGraw-Hill

This semi-programmed series is designed to be used with adult non-readers. However, the books are often childish in tone. It concentrates on word attack skills.

PROBLEM: *I'd like to use kits, but I don't know what is available or whether kits are appropriate to use with adults.*

BACKGROUND: Kits can be used successfully when individualizing instruction or preparing reinforcement activities. Kits come in a variety of forms. Some are multi-media; some contain duplicating master sheets. Kits are available in many content areas. Students can pace themselves and keep a record of their progress. Check the materials to be certain they are adult in tone.

High Interest

1. Hits Packs, Modu-Learn
2. The Proud Heritage Series, Charles E. Merrill Publishing Company
3. American Indians, Educational Insights, Inc.
4. Brown Studies, Educational Insights, Inc.
5. Dimensions: We Are Black, SRA

Math

1. Skill Modes in Mathematics Series, SRA
2. Metric Mathematics Application Kit, SRA
3. Computational Skills Development Kits, SRA
4. Basic Mathematical Skills Development, Teaching Resources, A New York Times Company
5. Computational Skills in Mathematics, Pathescope Educational Media, Inc.

English

1. Continuous Progress in Spelling, The Economy Co.
2. Individualized English, Sets H and J, Follett
3. Spelling Break Through, EMC Corporation

Reading

1. Vocabulary Series, SRA
2. Reading For Understanding, Senior, SRA
3. Reading Laboratory Series, SRA
4. Radio Reading Program, Psychotechnics, Inc.
5. Venture, Follett

Science/Social Studies

1. Dimensions Manpower and Natural Resources, SRA

Consumer/Career Education

1. Modern Consumer Education, Grolier Educational Corporation
2. Getting a Job, Educational Design, Inc.
3. On the Job, Educational Design, Inc.
4. Pacemaker Vocational Series, Fearon
5. Personal Reading Modules, Relevant Productions, Inc.

PROBLEM: *In a multi-level classroom, how can I keep enough materials to fit everyone's needs?*

BACKGROUND: Students come to the classroom with varied motivation, abilities and skills. In order to facilitate learning, materials must be provided at the appropriate reading and interest levels.

SUGGESTED REMEDIES: An Individual Prescription Kit (IPK) can easily be assembled by a teacher so that materials at every level are always available. A teacher can improvise a kit by using a strong cardboard box with appropriate dividers. The kit can be divided in a number of ways. Use the method most convenient for your quick retrieval. Major dividers could be the subject titles: Basic Math, Algebra, English, Reading Comprehension. Sub-headings for English could be capitalization, punctuation, pronoun usage, subject-verb agreement. All materials from sample commercial textbooks, teacher made materials, and exercises gleaned from other sources could be filed under the appropriate heading. The teacher can build this file to range from basic to advanced levels.

Another way of dividing the file is by grade levels including all content areas by major headings alone.

A third way of handling the IPK could be to list a skill on a 3" x 5" card and on that card write the name of the book, the page number and the approximate level at which that particular skill is taught. Thus, if a student needed reinforcement materials on the division of decimals and had exhausted all the exercises in the standard textbook, the teacher could pull that card and immediately refer the student to a particular book and page for additional practice.

Each of these ways of designing an IPK has its advantages. Choose the design that is most suitable to your classroom, or design several IPK's in various forms: one by grade level, one by content area and one that would reference additional materials according to skill areas.

PROBLEM: *How can I keep track of which pages from a number of books students could use as independent reinforcement?*

BACKGROUND: Often teachers have only one or two copies of a textbook which students can use for extra practice. Sample copies of books from publishers, books from elementary or secondary schools or materials gleaned from other sources, often have one or two sections that would be excellent for adult students but which do not warrant purchasing of multiple copies. As this group of books increases, a method for keeping track of the pages of the various skill areas can be developed so that either the teacher or the student can locate the needed materials.

SUGGESTED REMEDY: One way of approaching this problem is to list each skill on a large index card. On that card, write the names of all the books, the page numbers, and the approximate reading levels. Group the cards according to major subject headings. For example, using English as the major subject heading, skill cards could be written for:

subject-verb agreement
capitalization
punctuation
pronoun usage
modifiers
plurals
irregular verb forms
parallel construction
indirect and direct objects
parts of speech

These skill areas may be further broken down according to students' or teacher's needs. Thus, if a student needed reinforcement materials on pronoun usage and had exhausted all the exercises in the standard textbook, the teacher could pull that card and immediately refer the student to a particular book and page for additional practice.

SAMPLE SKILL CARD

Skill Area: Punctuation

Material	Lesson or Pages	Reading Level	Comments
English Essentials	p. 18-26	8	instructional, no answers included
Skills in Language	p. 145-160	6-7	explanation, multiple choice questions similar to GED
Basic English Review, 2nd Edition	p. 169-186	9+	explanation difficult to follow, good exercises

PROBLEM: *How can I find out about new material as it becomes available?*

SUGGESTED REMEDY:

1. Conferences, both state and regional, often invite publishers to display materials. Visit their booths and request sample copies of books you may use in your program.

2. Ask your program administrator to pass on information regarding new materials.

3. Talk with other teachers. They may be using some supplemental materials that may also benefit your students.

4. Visit other nearby programs where different materials may be in use.

5. Visit your local high school to see what materials instructors are using in your particular content area. Many secondary school materials are applicable to adult students. Be sure to adapt them for adult usage.

6. Chicago Metropolitan Area

   A. Visit the Region I Adult Education Service Center at 3901 South State Street, or call 924-0743 and request information and/or to be placed on their mailing list.

   B. Contact other teacher resource centers in Chicago: (call before visiting to confirm hours or to determine specific resources)

      1. Education Resource Center
         735 West Sheridan Road
         Chicago, Illinois 60613
         (312) 935-1151

      2. Hyde Park Teacher Center
         1400 East 53rd Street
         Chicago, Illinois 60615
         (312) 955-1329

      3. The Teacher Center
         415 Greenbay Road
         Wilmette, Illinois 60091
         (312) 256-6056

      4. Chicago Board of Education Resource Centers

SUGGESTED REMEDY: (cont.)

A) Resource Center - North
2107 North Magnolia
Chicago, Illinois 60614
(312) 549-3810

B) Resource Center - South
7935 South Honore
Chicago, Illinois 60620
(312) 874-9300

C) Resource Center - West
4529 South Tripp
Chicago, Illinois 60632
(312) 254-8560

C. Join the Northern Illinois Adult Education Roundtable. For information contact:

Paul F. Caponera
Adult Education Roundtable
Suite 17, 120 East Ogden Avenue
Hinsdale, Illinois 60521
(312) 920-0740

7. Illinois

A. Visit your regional Adult Education Service Center, or call and request information about new materials. Get on their mailing list to receive a newsletter and other special issue bulletins. (see listing in Appendix E).

B. Call or visit the State-wide ESL/Adult Education Service Center. They have a collection of materials and can provide consultative services.

State-wide ESL/Adult Education Service Center
500 South Dwyer Avenue
Arlington Heights, Il. 60005
(312) 253-9[illegible]0

C. Join the state professional organizations: Illinois Adult Education Association (IAEA) and Public Continuing Adult Educators (PACE).

A special membership fee is available for part-time instructors and graduate students. One fee entitles you to membership in both organizations. IAEA/PACE both publish newsletters, sponsor a joint state-wide conference annually and keep adult educators abreast

of recent developments, particularly through their legislative arm, United Coalition for Legislative Action (UCLA).

IAEA/PACE Membership
205 Washington Boulevard
Hoffman Estates, Illinois 60194

D. Illinois Reading Association

Dr. C. Eugene Blair
1403 Seventh Street
Charleston, Illinois 61920
(217) 581-3763

8. Nation-wide

A. National Organizations

The following national organizations publish journals and/or newsletters that may be included in a membership fee, or may be subscribed to separately. For information regarding either, contact the organization directly.

1. National Association for Public Continuing and Adult Education (NAPACE)

James A. Dorland, Executive Director
Suite 429
1201 16th Street
Washington, D.C. 20036
(202) 833-5486

2. Adult Education Association of the U.S.A. (AEA/USA)

Dr. Linda S. Hartsock, Executive Director
810 18th Street, N.W.
Washington, D.C. 20006
(202) 347-9574

3. International Reading Association (IRA)

Janet R. Binkley
800 Barksdale Road
Newark, Delaware 19711
(302) 731-1600

4. The General Educational Development Testing Service of the American Council on Education

Mrs. Hazel Ripple, Director
One Dupont Circle
Washington, D.C. 20036
(202) 833-4680

B. Other Publications

1. We Can, The Adult Education Newsletter for ABE, GED, ESL

   - for a free subscription to this newsletter that reviews books and discusses curriculum write:

   Manhattan Adult Learning and Resource Center
   2031 Casement Road
   Manhatten, Kansas 66502

2. The Adult Learner

   - published quarterly this newsletter reviews books used in a variety of adult education classes. Subscription rate is $3.00 per year.

   The GED Institute
   1600 North 49th
   Seattle, Washington 98103

3. Journal of Adult Literacy and Basic Education

   - focuses on information directly applicable to classroom teachers of ABE, GED, APL and ESL. Subscription to the quarterly journal is $8.50.

   Russell Wilson, Editor
   203 Petrie Hall
   Auburn University
   Auburn, Indiana 36830

PROBLEM: *What criteria would be helpful to use in selecting materials?*

BACKGROUND: In the process of education, there seems to be three major components: the learner, the teacher, and the instructional materials which facilitate the teaching-learning process. Both adult styles of learning, and alternate methods to assist adult learners have received a great deal of attention in the past. Only recently, with increasing numbers of publishers producing instructional materials for adult basic education students, has much attention been given to the vehicles for learning. Previously, materials were often used only if they did not have childish illustrations, were relatively inexpensive and contained the basic elementary and secondary content. As adult education methods become more refined with increased research, so too, criteria for selection of adult materials is becoming an increasingly important factor in the success of adult basic education programs.

In selecting materials, the most important determiner is the student. A specific piece of material may meet all the desirable qualifications. According to the teacher's evaluation, it may be one of the best available materials, but the student may not like it or find it difficult to use. Perhaps, it doesn't fit that student's learning modality or style. Or, the student has problems with the format or presentation of the content.

We would certainly be defeating our purpose if we insisted the student use the material we picked according to established criteria for evaluation. Most instructors have a feeling for the kind of materials their students will find usable. That sort of intuition is the beginning of the selection process. But it should not be assumed that student characteristics remain constant. Materials that once were used satisfactorily with adults may not now be desirable instructional tools. Learner characteristics may have changed, and commercially published materials for adults have, in many cases, been improved.

Having established generally the type of materials your students may feel most comfortable with, examine the style of learning of each individual. Is he comfortable with programmed materials? Does he need a great deal of class interaction to make the learning process fruitful? Would he learn faster if audio-visual materials were used? These questions should be applied to each individual. You may find an excellent programmed material that teaches English grammar, but the student may not find it helpful

at all, because he may not be able to use any kind of programmed materials effectively. Match the type of material to the student's preferences and strengths.

The second step in the selection process is focused on the teacher and mode of instruction. Instructional styles vary. Look for materials that match your style. Decide the purpose of the material you need. Do you need instructional, reinforcement or evaluative material? An instructional text may not really be of value, if you need varied reinforcement exercises.

The third step in the material selection process is evaluating a material according to an established checklist of criteria. One such checklist is included in this manual (page 23). However, other checklists may also be used. John Hatfield, in ABE Curriculum Resource Guide, and Muriel Marks in Section F, Selection of Materials, G.E.D. Instructor's Handbook, have both developed criteria for evaluating materials. Another evaluation instrument is the MAC Checklist (Materials Analysis Criteria - Standards for Measurement), found in Simpson and Lovall's Preparing and Selecting Printed Educational Materials for Adult New Readers. Use whichever checklist best suits your needs.

In the selection of instructional material, readability must be considered. A standard readability formula such as Fry or Raygor may be used. But, in addition to establishing the approximate readability level, examine the material for other aspects of reading ease or difficulty (see page 25 for detailed information).

The final criteria for the selection of materials may be outside of your control. The administrator of an adult basic education program will have established a budget for instructional materials. Not only should the initial cost of the material be considered, but also the maintenance cost. By maintenance is meant, are there consummable (only used one time) workbooks that would need to be reordered on a continual basis? A high initial cost may be offset by the fact that no further purchase of the material would be involved (i.e., duplicating and transparency master books).

It is suggested that, within the allotted budget, a variety of materials be purchased. Selecting one reading program that may consume the majority of the materials budget may not be advantageous to the students. Students differ and a variety of materials from which to choose will help increase the chances of success as materials are matched with learning styles.

PROBLEM: *What criteria would be helpful in evaluating a specific textbook?*

SUGGESTED CRITERIA:

I. Content

1. language adult in tone
2. extent of coverage of subject matter
3. suitability of material to adult experience and interest
4. clear, direct and interesting presentation, not patronizing
5. material is sequential in skill development, with one concept presented at a time.
6. self-explanatory, no pre-established knowledge needed
7. clarifies pre-established knowledge
8. uses illustrative aids (maps, charts, diagrams) whenever possible to clarify concepts
9. provides varied reinforcement activities

II. Organization

1. logical sequence of skills and concepts
2. directions clearly stated
3. includes a glossary, index, table of contents, suggestions for additional exercises and other study aids
4. provides for individual differences in learning styles and needs
5. readability remains constant or increases slowly as the book progresses
6. versatile in instructional use (i.e., individual, small group, whole class)
7. teacher's manual or edition available, with indicated readability levels
8. integrates previously learned skills with new instructional material

SUGGESTED CRITERIA: (cont.)

III. Evaluation

1. permits the student to assess his own progress
2. includes pre-and post tests of skills
3. answers include explanation for both correct and incorrect answers, with page references to the concepts needed
4. states learner objectives
5. includes progress checks, unit tests, and other exercises that serve as reinforcement as well as measures of achievement

IV. Format and Appearance

1. readability levels not identified in the student edition
2. easy to read print (but not so large as to look "babyish")
3. concepts divided into parts, with appropriate titles and subheads to assist with clarification
4. well-spaced letters, wide margins, generous space between lines
5. paragraphs not too long (8 or 9 sentences maximum)
6. timely, realistic illustrations and photos of adults

TEACHER REFERENCES:

1. Section F, Selection of Materials, GED Instructor's Handbook, Muriel Marks, Project Director, State Board of Education, State of Illinois
2. ABE Curriculum Resource Guide, John N. Hatfield

PROBLEM: *What criteria should I use in evaluating materials for adults reading on the 2nd to 6th grade level?*

BACKGROUND: Readability formulas are usually based on word and sentence length. However, there are other factors which affect the evaluation of materials on lower reading levels.

SUGGESTED CRITERIA:

1. Sentence Construction and Usage*

   A. Select any five consecutive sentences. Count the total number of words and divide by five. An average of more than 15 words per sentence probably makes the reading too hard.

   B. Look for long words (4,5,6, syllables). If you find more than 6 or 8 on a page, it's probably too hard. However, at the end of the book, if longer words have been introduced and reinforced properly, they do not count as long words.

   C. Look for dependent clauses that complicate sentences. However, an occasional dependent clause is okay.

   D. Look for active rather than passive verbs. "The people can do a good job." NOT, "A good job can be done by the people."

   E. New vocabulary words should not exceed 4 or 5 per page.

2. Interest in the Writing*

   A. Questions directed to the readers: "What would life be like without Saturday?" Any question which may get the reader to think about the subject is desirable.

   B. Variety in writing. Long passages of simple declarative sentences become dull. Look for a mixture of declarative, interrogative, imperative, quotations, and an occasional exclamation. Variety is the key to interest; however, with all the variety the total effect must also be simplicity.

3. Optical Effects Increase Ease and Interest*

   A. Number of paragraphs. Ideally, there should be a new paragraph every 6 to 8 lines. Otherwise, a page of solid reading looks like a sea of gray. It discourages the reader before he begins.

   B. Look for occasional subheads that provide clues to major divisions in the subject matter.

   C. Is the type size right? Too small a type makes reading more difficult; too large type may seem childish. Use your judgment.

   D. Are the lines too long? Too wide a line requires too many eye fixations by the reader, and it increases the difficulty of finding the next line.

   E. Examine styles of type. *"Italics" (letters slanted to the right)* are harder to read than upright letters. They are excellent for emphasis or variety, but over use of them makes reading difficult.

   F. Capitals are harder to read than lower case letters. Even in titles, the first letter only in each word capitalized is easier to read than all the letters in caps.

4. Content:

   A. Does the material provide enough reinforcement exercises for new vocabulary or content? Many adult textual materials at these levels move much too quickly for the students to absorb all the information.

   B. How much will the material need to be supplemented by other books, materials devised by yourself, or by independent reading? The more supplemental work needed, the less usable the book is.

   C. Does the material include illustrations that help the students understand new vocabulary or concepts? If so, it increases the readability of the material.

5. The Adult Student

The adult student himself is the critical factor in determining usability of a material. It is ideal if you select four or five materials, from which the student will select the one or two he/she wants to use.

*What Readability Can Do For You, Klave and Laubach, New Reader's Press, Syracuse, New York,

PROBLEM: *How can I write more effective materials?*

BACKGROUND: Most instructors find it necessary to produce some supplementary materials. At some point you may even want to develop a basic text or special interest unit slanted toward the particular group with which you work.

SUGGESTED PROCEDURE: Write out the objectives of the lesson. Take into consideration your students' objectives and the reading level where they can comfortably operate. Also remember the types of comprehension questions your students are capable of answering. Write about areas touching on their basic and immediate needs right from the beginning. Relate the subject matter to the students' social groups and economic aspirations. Teach one skill at a time. For example, if you are developing a sheet on pronoun usage, make the sentences relatively easy in terms of vocabulary. Don't confuse the issue by using words which they must decipher to get at pronoun usage. In other words, concentrate on the skill.

Vary the lengths of sentences and paragraphs as well as the types of sentence structures, within the appropriate reading grade level. Apply a standard readability formula. Then, if necessary, revise the exercise accordingly. You may want to write the same exercise on several reading levels so all students, regardless of reading ability, can learn the same skill. (Note: this is not always practical or advisable, but it can bring the whole group together to develop a sense of cohesion.)

After the material has been written, put it into an easily read form. Proper spacing on the page can aid understanding of the concept. You may want to include sub-topics which are underlined, or in some way set off from the rest of the written material, to help the student organize the information. Make sure the directions are clear, concise, and on the same reading level as the exercise. Make the final copy as neat and error-free as possible. Make sure the type you use is not too small, particularly if using a ditto-master to reproduce the copies. Mimeographed copies are fine, but check the quality of reproduction, darkness of the print (the greater the contrast with the paper,

the easier it will be to read), and be particularly careful when using a thermo-fax machine to make a ditto-master. Thermo-fax machines use a lighter type of master that often produces unclear copies on the ditto machine. Remember to keep copies of the material for future reference and to include in an Individual Prescription Kit. (see page 13).

PROBLEM: *How can I figure out the reading level of a particular material?*

SUGGESTED PROCEDURES:

1. Perhaps more important than the reading level, is the student's ability to use a material for instruction. Particularly appropriate for this determination of the usability of a material is the Cloze procedure. Taking a 250 word passage from the chosen material, omit every nth word (fifth, eighth or tenth word). Do not omit proper nouns, and leave the first and last sentences intact. Give the students as much time as needed to fill in the exact deleted word. In determining a student's independent, instructional and frustration reading level, he must fill in the exact word to receive credit for it. If a student has completed 60% or more of the blanks correctly, the material can probably be used independently. If 45% - 50% of the blanks are completed correctly, the material is probably on the student's instructional reading level. If less than 45% of the blanks are completed correctly, the material is probably not suitable for that student.

2. Determining readability of classroom materials can be helpful in prescribing learning activities and in determining student progress. A readability formula is a tool to assist the teacher. Two formulas for determining readability are included in Appendix B. Whichever one you use, a passage from the beginning, one from the middle and one from near the end of the publication should be chosen. Always use at least three passages. Some materials get more difficult progressively. Other materials have an uneven readability. Trying different passages is a clue to the usability of the book. Students may only use parts of the material that are applicable and appropriate to them. Remember readability formulas do not measure conceptual difficulty, logic, satire, content, format, structure, appeal or reader characteristics. These factors should also be considered in determining reading level.

PROBLEM: *What commercial materials are available that deal with life skills?*

BACKGROUND: Making education relevant to students' experiences instead of teaching skills isolated from every day life has been on the increase. Academic skills can be of more interest if directly applicable to a student's environment. The following list is not all inclusive but lists publications directed to adult students.

SUGGESTED MATERIALS:

1. Reading
   - A. Real Life Reading Skills, Cambridge
   - B. Reading All Around You Series, Xerox Corp.
   - C. Reading Achievement, Cambridge
   - D. Reading Improvement, Cambridge
   - E. Reading Performance, Cambridge
   - F. Be Informed Series, New Reader's Press
   - G. Life Coping Skills Series, Follett
2. Grammar
   - A. Language in Daily Living, Steck-Vaughn
   - B. Vocational English, Globe Book Company
3. Mathematics
   - A. Number Power, Books I and II, Regnery
   - B. Mathematics in Daily Living Series, Steck-Vaughn
   - C. Mathematics for Today, Levels Red and Blue, Oxford
   - D. Money Management Series, Household Finance Corporation
4. Duplicating Master Books:
   - A. Scope Visuals 27: Reading Contracts and Forms, Scholastic
   - B. Scope Visuals, 13, Getting Applications Right, Scholastic

PROBLEM: *Recently, a lot of attention has been directed towards using "real life" materials. Are they really effective?*

BACKGROUND: "Real life" materials such as menus, maps, magazines, catalogs and forms can serve instructional purposes in learning language skills, computation skills, and life skills. These real life materials are usually free and often more relevant to a student's experiences than commercially prepared materials. These materials are very effective when activities are planned and each student has a copy of the material. An excellent resource book on the utilization of real life materials is Everyday Everywhere Materials as Teaching Resources in Adult Basic Education by Marilyn Shaw and Mary Roark. A word of caution: Some students prefer using commercial texts. Introduction to using real life materials, in this case, needs to be slow and the student must feel academic progress within each lesson. The newspaper is the most commonly used real life material. Use it to teach your students reading skills in finding the main idea, following directions, interpreting and evaluating facts and opinions, understanding sequencing of events, answering questions and recalling details. It is also useful in computation skills and content such as social studies, health, science and grammar.

SUGGESTED MATERIALS: Explore your own environment for useful resources. The following list is not all inclusive; it provides only a sample of sources from which materials can be solicited:*

1. Motel/Hotels
2. Local Government (City Hall)
3. Doctor's Office
4. Restaurants
5. Post Office
6. State Employment Office
7. Stores: Brochures, describing products, catalogs, sales slips
8. Bus Station
9. Fire and Police Departments

10. Banks

11. Telephone Companies

12. Secretary of State's Office (Motor Vehicle Division)

13. Industries

14. Cooperative Extension Offices

15. Homes

    A. warranties

    B. magazines

    C. cookbooks

    D. records

    E. bills

    F. calendars

    G. occupant mail

    H. 100's of other things (let your imagination run wild)

TEACHER REFERENCES:

*Everyday Everwhere Materials as Teaching Resources in Adult Basic Education, Marilyn B. Shaw and Mary Roark, Virginia Polytechnic Institute and State University, Blacksburg, Virginia, March, 1977.

PROBLEM: *What materials are available that expose my students to possible career options?*

BACKGROUND: Many students have ideas of a career they would like to pursue but may have misconceptions of what the job is like in terms of training required, responsibilities, and future advancement. Teachers must help students to assess their interests, abilities, and personalities. This can provide the student with clues to appropriate careers.

SUGGESTED ACTIVITIES:

1. Encourage students to explore many possible career options in a given field: Example: medical field (doctor, nurse, dietician, medical recordkeeping, pharmacist).

2. Have students interview actual workers to get a feel for what the job entails.

3. Relate careers to current events. The newspaper may have a story about the rising cost of food. Assign the task of examining problems and careers in the food industry.

4. Have students write a short essay on a career. They can relate their perceptions of the career and then compare them with information found in career materials.

AVAILABLE MATERIALS:

1. Arco Career Guidance Series, Arco
2. Career Core Competencies Series, McGraw-Hill
3. Exploring Occupations Series, McGraw-Hill
4. Follett Vocational Reading Series, Follett
5. Janus Job Interview Guide, Janus Book Publishers
6. Janus Job Interview Kit, Janus Book Publishers
7. Janus Job Planner, Janus Book Publishers
8. People Working Today Series, Janus Book Publishers
9. The World of Work, New Reader's Press
10. The Turner Career Guidance Series, Follett
11. The Job You Want - How to Get It, Second Edition, South-Western Publishing Company
12. Finding Work, Follett Coping Skills Series, Follett
13. Working with Others, Steck-Vaughn

PROBLEM: *What is the basic difference between a placement, a diagnostic, an achievement, and a predictive test?*

BACKGROUND:

1. A placement test (also known as a locator test) is generally a short reading or math instrument that provides a general indication of where a student should begin instruction. It is not a definitive measurement of a student's ability.

   Examples: Slosson Oral Reading Test
   Harris Graded Word Test
   TABE Locator Test (Reading, Math)

2. Diagnostic tests are given to determine individual strengths and weaknesses in specific skills or operations within a given subject. Based on a diagnostic test, students can receive remediation in areas of difficulty.

   Examples: Individual Reading Placement Inventory (IRPI), Follett

   Test of Adult Basic Education (TABE), CTB/McGraw Hill

   Iowa Tests of Educational Development (ITED), SRA

   General Education Preparation Index (GEPI), Steck-Vaughn

3. An achievement test is designed to measure how well a person performs in a given content area by comparing that student with either other persons in the same class (teacher made tests) or with a large norming population (standardized tests). In ABE/GED often standardized tests are used pre and post instruction to indicate how much student progress has been made after an instructional period.

   Examples of Standardized Tests Normed on Adults:

   Adult Basic Learning Examination (ABLE), Harcourt, Brace & Jovanovich

   General Educational Performance Index (GEPI), Steck-Vaughn

4. Predictive tests provide a "prediction" of some future behavior of the student. In ABE/GED programs, predictions are often times desired as to the ability of a student to pass the GED by taking a shorter test in which the scores are highly correlated with the GED test.

   Examples of GED Predictive Tests:

   Cervero Test (available free from the Region I Adult Education Service Center)

   General Educational Performance Index (GEPI), Steck-Vaughn

   Iowa Tests of Education Development (ITED), SRA

Clearly some tests perform more than one function in a single test. Care should be taken in selecting tests which will meet the particular needs or program objectives. Detailed information on these and other tests is available from the following sources.

TEACHER REFERENCES:

Tests of Functional Adult Literacy: An Evaluation Of Currently Available Instruments, Nafziger, Thompson, Hiscox and Owen, Northwest Regional Educational Laboratory, April, 1976.

Tests for Adult Basic Education Teachers, Vonderhaar, Mocker, Leibert, Maass, Center for Resource Development in Adult Education, University of Missouri, Kansas City, February, 1975.

PROBLEM: *How can I write better objective questions?*

BACKGROUND: Testing complex abilities is a common problem. To get ideas for writing your own test questions, you will find it useful to look over questions used in published tests. Objective questions are generally classified into four major types: (1) multiple choice, (2) matching, (3) completion or fill-in, and (4) true-false

SUGGESTIONS:

1. Avoid the use of "specific determiners," terms of extremes such as "always," "never," "all." A "test-wise" student can often guess correctly that a statement using one of these words is false.

2. Try to make all the choices plausible to one who does not know the correct answer. Distractors from the correct answers should embody the most likely misconceptions.

3. Avoid wording of questions that can be open to several interpretations.

4. Unless you are trying to test reading ability, write your questions in language that is easy for your students to understand.

5. Readability of the directions should parallel the reading level of the test.

PROBLEM: *How can I help my students become used to a testing situation?*

BACKGROUND: Many adult basic education students are threatened by a testing situation. It may be helpful for them to take a few tests together with the class. For example, many tests on the Constitution are available. Going through 2 or 3 tests orally with the students will reinforce previous instruction, familiarize students with the types of questions they will be required to answer, and help them learn how to take tests. Multiple choice tests involve skills that can be taught: After reading a question and all the possible answers, start with the first answer and check it for accurateness with the stimulus (reading passage, sentence or word problem). Make a mental note if it is possible or cross it off as not being the answer. Check the next answer. If it seems to be the correct answer, do not mark it until you have used this system to check all possible answers.

In many instances, the student will be requested to choose the better of two correct answers. After using this system, if the answer is still not clear, s/he should cross out the choices that are obviously incorrect, and choose between the remaining answers. There is no penalty for guessing. In this manner, the student has significantly increased the chances of marking the right answer. Do not assume students will learn by explanation. Assist students through this process repeatedly until you are sure they have mastered the process.

Standard computer sheets can be used to teach the students how to fill in their names and addresses. Many adult basic education students might never have used this type of answer mechanism. It is important to make them comfortable using this marking system. Let students practice taking tests using computer answer sheets. Tell them to make sure that all answers are in the right line.

Following directions is another skill students need to be familiar with. Students need to learn that directions are not always the same throughout a test. Many times directions will change with each section, e.g., they may sometimes be asked to mark the incorrect answer instead of the correct answer.

Teacher made tests can be invaluable to student progress if used properly. Learning can occur as a result of testing if the correction comes soon after the test. Of particular value are those tests that the student checks himself immediately after testing. Students can see progress, and they can receive help in problem areas. The class as a whole can review a test immediately after completion. Open book tests, if designed properly,can aid learners to seek out information. This method works particularly well with active learners who may remember content much better if actively involved in the pursuit of it.

TEACHER REFERENCES:

1. Section C: Testing Adult Students, GED Instructor Handbook, Muriel Marks, Illinois State Board of Education

*2. Scope Visual 25: Improving Test Scores, Scholastic

* (duplicating master book)

PROBLEM: *How can I best utilize audio-visual materials?*

BACKGROUND: Audio visual materials can be a valuable aid to the instructor. Many types of materials are available: video-tape cassette players, audio-tape slide shows, films, filmstrips, audio cassettes, records and overhead projectors. Students often enjoy the change in instructional mode. Audio-visual media are available in almost every content area. Check your local public library and/or school systems for materials they have available.

SUGGESTED PROCEDURE: A basic media utilization plan involves five steps:

1. Prepare yourself. Be sure to preview the film, or listen to the recording or sort through a picture set. It takes time but it's essential. Develop a plan to use the item which describes how you will introduce it, what you will do and ask your students to do during and after using it, and how you will tie the experience to the flow of activities and thus make it useful and relevant.

2. Prepare the Environment. Arrange the necessary materials and equipment. See that equipment is reserved, on hand, and properly set up, loaded (or threaded), and ready to go when the time comes to use it.

3. Prepare the Students. Introduce the item; make clear why it is being used at the particular time it is; briefly describe what it covers; stress what is important to be learned from it. Tell students what they will be expected to do after using the item. Should they expect a test? Should they be prepared to discuss points raised by it? Should they simply sit back and enjoy it, and then have the option to discuss the content?

4. Use the Item. Be sure everyone can see and hear. Start over if there are distractions at the outset. Stop if learning will be aided.

5. Follow Up As Planned. After use, invite questions about the medium used.

PROBLEMS: *What materials and methods can be used to actively involve students in the classroom?*

BACKGROUND: Many classes are in session three to four hours. During this time frame, students may welcome a relaxing, yet educational, activity. In an individualized classroom, students may also develop a sense of group cohesiveness if engaged in some group activities. Group skills relevant to everyday life can be learned. Contemporary plays may be read or acted out. The students may even want to stage a play that they read in class. Role-playing situations may also be used and can be a stimulus for classroom discussion. Role-play job interviews, historical figures and events, or buying a house. All of these situations can be expanded into an entire lesson on a particular subject. Values clarification exercises are another type of classroom activity. They can assist the student in determining priorities and understanding personal objectives. These exercises also develop the students' ability to reason, give them practice thinking on their feet, and expressing themselves publically in a group. In addition, games are excellent means of stimulating group interaction. Commercially available games or games you create can serve as a relaxing, instructional activity.

AVAILABLE MATERIALS:

1. Any books of plays or selected readings from plays (check your local library). Try to obtain enough copies for the entire class.

2. Commercial games such as Scrabble and Monopoly reinforce a number of learning skills: reading, vocabulary, mathematics.

3. Commercially prepared materials:

   a. Real Experiences, Language in Everyday Use, Books I and II, Globe Book Company
   b. Open-Ended Stories, Globe Book Company
   c. Blacks in Time, Stories of Negroes in American History, New Reader's Press
   d. Plays About Everyday Problems, Xerox Corp.
   e. Mystery Plays, Xerox Corporation

TEACHER REFERENCE MATERIALS:

Values Clarification, A Handbook of Practical Strategies for Teachers and Students, Simon, Howe and Kirschenbaum, Hart Publishing Company, New York, 1972

PROBLEM: *How can I find out what reading level my students are on?*

POSSIBLE APPROACHES:

1. Using graded paragraphs, find out at what level the student can operate comfortably. This procedure can be very informal. Give the student a folder of paragraphs and ask him/her to take a few minutes to look them over and then choose one to read to you. The student will probably read one that he/she is very comfortable with. Then, locate the next highest reading passage and ask the student to read that one to you. Keep going in that order until the student experiences a great deal of difficulty. This is certainly not a scientific way of determining reading level. But, perhaps, it can be a guide as to where to start a particular student's instruction. It is much less threatening than many of the standardized reading placement tests. The reading passages can be from magazines, newspapers, or textbooks from which you have determined the grade level by applying a standard readability formula (see Appendix B).

2. Use a standard reading placement test such as the Wide Range Word Recognition Test or the Standard Achievement Test. Examine these tests first to be sure the tests are not too childish for your students.

3. Many basal reading programs have their own reading placement tests that would determine where, in that system, students should begin instruction. An example of this type of reading placement is Steck-Vaughn Adult Reading, A Sequential Program, Levels 1 and 2, by Steck-Vaughn.

PROBLEM: *Beginning readers become bored using the same book continually. How can I vary the classroom activities to provide more interest?*

BACKGROUND: Although generally highly motivated, beginning readers can quickly lose interest if only one book is used as instructional material. All learners, regardless of level, appreciate varied reinforcement activities using many different materials. Care must be taken however, to introduce materials in a sequential program and to not introduce too much material at one time.

SUGGESTED REMEDY:

1. There is no reason students cannot use 2 or 3 instructional textbooks at the same time, even if they do not use the same approach. It will probably be helpful to the student to use a sight word approach material in addition to a phonics approach workbook. The student is developing both skills at the same time, and, eventually, the two books will begin to overlap in vocabulary. (For suggested books using a certain approach, see page 46).

2. Try the language experience approach. Students dictate to you a short story (initially, maybe 4 sentences) which you write down exactly as dictated in a readable fashion so the students can see the language they create. Several activities can be developed using student generated language.

3. Develop material using the "Adult Vocabulary List" in Appendix C . Remember to keep the sentences short. Use some words they have already mastered. Only introduce five or six new words in a lesson. In subsequent lessons reinforce those words previously introduced.

4. Have students create their own sentences using words they have mastered.

5. Use everyday materials such as aspirin containers, cake mixes, or sports magazines as the instructional material. After mastering the vocabulary, students can begin answering simple comprehension questions.

SUGGESTED REMEDY (cont.)

6. Ask students to bring to class materials they would like to read. Assist them in breaking down the material into manageable units (perhaps by paragraph). Let the students read one paragraph each lesson and re-read the previously learned paragraphs until the entire material has been covered. Do not press for mastery of the material. Simply assisting the students in reading what they desire to read can be a strong motivational tool.

7. On the appropriate level, bring several materials to class and let the students choose which books or materials they would like to use as supplementary practice. These should be stories, comic books, or magazines that would be relaxing to read for the students. In other words, not instructional materials.

PROBLEM: *What kinds of materials can I use with the beginning adult reader?*

BACKGROUND: Among the approaches to beginning reading, the following three are generally used:

1. The sight word approach is simply a memorization of vocabulary words. Acquiring basic sight words is an important step for the beginner. However, if this is the only approach used, readers are usually unable to be self-sufficient in books other than the ones they were taught to read from. They lack skills to decipher new words.

2. The phonetic approach is a method which directs attention toward vowel and consonant sounds, blending them together, and the construction of phonemic families. After having acquired these skills, students can attempt to pronounce other printed words that they have not seen before. Although English is not a totally phonemic language, these skills can help the student.

3. The structural analysis approach helps the beginning reader unlock the meanings of unknown words through the use of affixes, roots, contractions, compound words, inflectional endings, possessives, accents, and syllabications.

All three of these approaches can be used successfully in teaching adults. There is one relatively new method that is being used increasingly with adult students. Known as the language experience approach, it uses the student's speech as the basis for vocabulary. The student tells a short story (perhaps 5 sentences) which the teacher writes down exactly as the student dictates and uses it as a means for instruction. The student may then see the relationship between the language he generates and the printed words. Using this student generated language, a teacher may devise exercises that use sight word, phonetic or structural analysis approaches. It seems that a combination of instructional modes (providing variety in materials and methods) would be the best approach. Some students cannot grasp the phonetic approach. Others have little interest in the language experience or sight word approach. Then emphasize the one type of instruction that best suits the student's learning style.

SUGGESTED MATERIALS:

1. Sight Word Approach
   a. Reading Power, Books 1 to 4, Simon & Schuster
   b. Steck-Vaughn Adult Reading:A Sequential Program, Books 1200, 1300, Steck-Vaughn
   c. Adult Reader, Steck-Vaughn
   d. Operation Alphabet, Noble and Noble
   e. Language Arts Program, Reading Books 2, 3, and 4, Cambridge Adult Basic Education Series, Cambridge
   f. All About the Hall Family, Frank E. Richards Publishing Company
   g. Reading for Life, Cambridge
   h. Help Yourself to Read, Write and Spell, Books 1 and 2, Educational Development Corporation

2. Phonetic Approach
   a. Building Word Power, Steck-Vaughn
   b. R.R., Modern Curriculum Press
   c. Steck-Vaughn Adult Reading, A Sequential Program Books 1400, 1500, 1600, Steck-Vaughn
   d. Basic Education: Reading, Follett
   e. Programmed Reading For Adults, A Sullivan Associates Program, McGraw-Hill
   f. The Mott Basic Language Skills Program, Books 1300-1600, Allied Educational Council
   g. Reading for Progress, Cambridge

3. Structural Analysis Approach
   a. R.R., Modern Curriculum Press
   b. Guidebook to Better Reading, Economy Company
   c. Word Attack, Troubleshooter I, Book 4, Houghton Mifflin Company

TEACHER REFERENCES:

Approaches to Beginning Reading, Robert C. Aukerman, John Wiley & Sons, Inc. New York, 1971
Guidelines to Education of Nonreaders, Hy Ruchlis, Book-Lab, Inc., New York, 1973
Guidelines to Teaching Remedial Reading Revised, Lillie Pope, Book-Lab, Inc., New York, 1975
Tutor's Sampler, Materials to Use in Teaching Students, Lillie Pope, Book-Lab, Inc., New York, 1973
Teaching Reading to Adults, Edwin H. Smith, and Richard C. Culyer, Simmon and Schuster, 1975

PROBLEM: *What materials deal specifically with building reading comprehension skills on the 3rd to 7th grade reading levels?*

BACKGROUND: Building reading comprehension can be one of the most difficult tasks for an ABE teacher. Students who have recently acquired word attack skills often have difficulty with the transition to reading comprehension skills. Teach one skill at a time. Begin with the more concrete comprehension skills such as isolating details, finding facts, and determining sequence. Then move to the more abstract skills such as finding the main idea, making inferences and drawing conclusions.

SUGGESTED MATERIALS:

1. Specific Skills Series: Using the Context, Locating the Answer, Getting the Facts, Following Directions, Working with Sounds, Getting the Main Idea, Drawing Conclusions, Detecting the Sequence, Barnell Loft, Ltd.

2. Skillbooster Series: Building Word Power, Increasing Comprehension, Working with Facts and Details, Organizing Information, Using References, Modern Curriculum Press

3. GO Series, Educational Development Laboratories

4. Critical Reading Workbooks, Ann Arbor Publishers

5. Selections for Developing English Language Skills, Revised Edition, Regents Publishing Company

6. A Skill At A Time Series, Jamestown Publishers

7. Springboards, Reading Laboratory I (Revised), Noble and Noble

8. Building Reading Power, A Programmed Course in Reading Techniques (Kit), Charles E. Merrill Publishing Company

PROBLEM: *My students seem to be at a plateau. They have word attack skills, but they can't seem to make progress in reading comprehension. What can I do?*

BACKGROUND: Many GED instructors do not have a background in teaching reading. Comprehension is more difficult to learn to teach because it is not as specific as other areas of reading (i.e. phonics, where the sound of "ack" is generally constant).

Reading comprehension on the GED level encompasses five types of skills: literal, interpretative, critical, organizational and interpretation of illustrative aids. Each of these skills is necessary to effectively analyze comprehension questions based on a reading passage. According to Teacher's Guide to Teaching Adult Reading, each area includes several sub-skills:

Literal:

- Understand directly stated facts or ideas
- Follow a sequence of facts or events
- Understand the meanings of words in various contexts
- Differentiate between important and unimportant details

Interpretive:

- Locate main idea
- Recognize cause and effect
- Draw conclusions
- Understand comparison and contrast

Critical:

- Distinguish fact from opinion
- Identify author's purpose, mood, attitudes, intent
- Determine accuracy, relevancy, validity and reliability

Organizational:

- Determine relationships between paragraphs
- Outline and summarize passages

Interpretation of Illustrative Aids:

- Read and interpret graphs, tables, charts, maps, cartoons, diagrams and pictures.

POSSIBLE APPROACHES:

1. Talk the comprehension questions through: helping students understand why one answer is correct, but also explaining why the other answers are incorrect. As you go through this process several times, students may be able to start using this logic to attack other, similar questions.

2. Help the students see relationships between words, sentences and paragraphs. "If this is true, then this other thing must also be true." Example: statement: Jerome & Jeremy are twins. Conclusion: Jerome and Jeremy are the same age. If the first statement is correct, then the conclusion must also be true. Explore cause and effect and time order relationships.

3. Begin inferences by using pictures of people and asking students what they can infer about the people from the picture. Help the students to see that in the same way, they can make inferences based on words.

4. Help students to decipher the parts of the paragraph in order to find the main topic or idea. All but the very simplest of objects are made up of a number of parts. For example, a chair has a seat, a back, legs and sometimes arms. All these parts add up to make a chair. Similarly, a paragraph is made up of different parts, or details. In a well-written paragraph, all the details refer to one thing: the topic of the paragraph.

   Following is an example of a beginning introduction to students about finding a main idea. Use concrete examples whenever possible. Remember students need to have practice using a specific skill. Do not expect them to be able to perform a skill after you've explained it once or twice. Sometimes the topics are not directly stated. Paying attention to the details will help you decide what the main idea is. Suppose a paragraph discusses ships, airplane, cars and trains. Methods of transportation names the similarity between the details and probably is the topic of the paragraph.

SUGGESTED MATERIALS:

1. Tactics in Reading Books A & B, Scott Foresman & Company
2. Reading Comprehension Workshop Series, Oxford Book Company
3. Essential Skills Series, Jamestown Publishers
4. College Reading Skills Series, Selections from the Black, Voices from the Bottom, Topics for the Restless, Jamestown Publishers
5. Timed Readings, Levels 1-8 Jamestown Publishers
6. A Skill At A Time Series, Jamestown Publishers
7. Six-Way Paragraphs, Jamestown Publishers
8. Skills in Reading Books, 1 and 2, Cambridge
9. Comprehension Skills Series, Jamestown Publishers
10. Reading Thinking and Reasoning Skills Program, Steck-Vaughn

ADDITIONAL MATERIALS:

1. The Reading Line Series, Cambridge
2. Reading for Comprehension, Books 1 and 2, Cambridge
**3. Understanding Sentence Meanings, Scope Visuals, Scholastic
**4. Building Reading Skills, Scope Visual, Scholastic
**5. Building Critical Reading Skills, Scope Visuals, Scholastic
**6. Reading Skills: Context Clues, Scope Visuals, Scholastic
**7. Determining Sequences, Scope Visuals, Scholastic
**8. Reading Comprehension, by Skill Objective Series, Task Master
**9. Comprehension Skills Series, Visual Materials, Inc.
10. Reading Drills for Speed and Comprehension, Jamestown Publishers
11. Increasing Reading Efficiency, Holt Rinehart & Winston

*Taken from a Teacher's Guide to Teaching Adult Reading, University of New York, State Education, Department Bureau of Continuing Education Curriculum, Albany, New York, page 81

**(duplicating master book)

PROBLEM: *My students need high-interest, low vocabulary materials that have instructional exercises.*

BACKGROUND: Students who have had little success in reading often find regular exercises too uninteresting. Within the past two years, publishing companies have begun to produce materials on a low reading level that strongly interests young adults (18-30). Some materials are excerpts from magazines or newspapers, others are culturally oriented, and still others are sports or music oriented. A student who is reading a book that stimulates him will gain more in terms of reading skills.

SUGGESTED MATERIALS:

1. World of Vocabulary Books, 1-4, Globe Book Co.
2. Tales of Mystery and the Unknown, Globe Book Co.
3. Something True, Something Else, Globe Book Co.
4. Pro-files, A Collection of Short Biographies, Globe Book Company
5. Turning Point, A Collection of Short Biographies, Globe Book Company
6. Mini-units in Reading, Books I & II, Globe Book Company
7. Encounters, A Basic Reader, Harcourt, Brace, Jovanovich
8. Reading Skill Builders, Reader's Digest Services
9. Reading Success Series, Xerox Publications
10. Where Do Pigeons Come From? Jodor Publications (deals with con artists and frauds in an inner-city)
11. Women of America, Continental Press
12. The Man Who Stopped Time, Jamestown Publishers
13. When Greatness Called, Noble and Noble
14. Superstars of Rock, Steck-Vaughn
15. Superstars of Soul, Steck-Vaughn
16. Real Stories Series, Globe Book Company
17. Stranger Than Fiction, Globe Book Company
18. All in A Day's Work, Globe Book Company
19. The World of Sports Series, Globe Book Company
20. American Folklore and Legend, Globe Book Co.
21. Reading Plus Series, Addison-Wesley
22. EDL GO Series: People, Windows, Images, EDL/McGraw Hill

PROBLEM: *My students are interested in reading materials that are relevant to their ethnic background. However, I want to continue building their reading skills. Where can I find appropriate materials?*

BACKGROUND: Students who do not particularly like to read often can be motivated by a subject in which they are interested. The recent national emphasis on finding out more about one's heritage has led to the publication of a variety of ethnically relevant materials. However, you can seek additional materials from community agencies, minority action groups and other organizations that may have specialized information regarding minority groups.

SUGGESTED MATERIALS:

Afro-Americans

Duplicating Master Books:

1. The African Experience, Milliken
2. The Black Experience, Parts I and II, Milliken
3. The Black American, Past and Present, Hayes
4. Famous Black Americans Reader, Hayes
5. Africa and It's Peoples, Continental Press

Reading Exercise Books:

1. Reading Exercises in Black History, Volumes 1 and 2, Continental Press
2. Reading Exercises on African Leaders, Continental Press
3. Martin Luther King, New Reader's Press
4. Martin Luther King Teacher's Guide, New Reader's Press
5. We Honor Them, Volumes I, II,III, New Reader's Press
6. Selections from the Black Series, Jamestown Publishers
7. The Negro Speaks: The Rhetoric of Contemporary Black Leaders, Noble and Noble
8. Black Poetry for All Americans, Globe
9. Superstars of Soul, Steck-Vaughn
10. The Proud Heritage Series, Charles E. Merrill Publishing Company

Spanish Americans

1. Reading Exercises on Mexican Americans, Continental Press
2. Reading Exercises on the History and Cultures of Puerto Rico, Continental Press
3. Reading Exercises on Spanish Americans, Continental Press

4. Viva! Famous Mexican Americans, Steck-Vaughn
5. Voices From The Bottom Series, Jamestown Publishers
6. Brown Studies: Ethnic Cultures of America, Educational Insights, Inc.
7. The Proud Mexicans, Regents Publishing Company

American Indians

1. The First Americans, Continental Press
2. Claiming a Right, New Readers Press
3. Voices From The Bottom Series, Jamestown Publishers
4. American Indians, Ethnic Cultures of America, Educational Insight, Inc.

PROBLEM: *How can I help my students increase their vocabulary without merely giving them lists of words to memorize?*

POSSIBLE APPROACHES:

1. Deriving meanings of words in context has a definite advantage over learning words from lists: the words are being used practically and the student is actually confronting them in use. Ask your students to identify words from the newspaper or other sources that they would like to learn.

2. Examine the origin and history of words. An interesting background of a word makes the word easier to remember. Example: malaria, comes from two Italian words: mala, meaning bad, and aria, meaning air. The Romans mistakenly thought malaria was caused by bad air which carried the disease. (For examples, see What's Behind the Word? listed in the "Teacher Reference" section.)

3. Introduce new vocabulary that are synonyms or antonyms for words previously acquired: hilarious, synonyms - funny, gay; antonyms - gloomy, sad.

4. Develop Cloze exercises (see page 30) using the new vocabulary. This requires the use of context clues in determining correct word usage.

5. Introduce vocabulary words that are in the same "word families" as present-known words, i.e., accommodate-accommodation; cite-citation; adapt-adaption.

6. Use analogies to practice the new vocabulary. i.e., hammer is to carpenter as stethoscope is to:
(a) medicine (b) prescription (c) doctor
(d) heart

7. Use prefixes and suffixes to add vocabulary. normal-abnormal; turn-return; cook-pre-cook; humor-humorous

8. Increase vocabulary around specific topic areas i.e., hospital: medicine, prescription, patient, visitor, waiting room.

SUGGESTED MATERIALS: (cont.)

1. Low Level
   (a) Teacher made material developed from the Dolch Basic Sight Word List and/or words relating to adult coping skills
   (b) Adult Reader, Steck-Vaughn
   (c) Reading Power, Books 1-4, Simon & Schuster

2. Medium Level 3-7
   (a) Increase your Vocabulary Books 1 and 2, Cambridge
   (b) World of Vocabulary, Books 1-4, Globe Book Company
   (c) Practice in Vocabulary Building Series, Instructor Publication
   *(d) Hayes Activities for Vocabulary Building Series, Hayes School Publishing Company
   *(e) Word Power, Scope Visuals, Scholastic Book Services
   *(f) Vocabulary - Intermediate, Milton Bradley
   *(g) Comprehension Crosswords Series, Instructional Fair

3. GED Level
   (a) Words Are Important Series, Hammond, Inc.
   (b) Words: A Programmed Course in Vocabulary Development, SRA
   (c) Vocabulary Workshop Series, Oxford Book Company
   (d) Vocabulary for College, D. Harcourt, Brace & World, Inc.

TEACHER REFERENCES:

What's Behind the Word, Scholastic Book Service

*(duplicating master book)

PROBLEM: *What materials can I use to develop English grammar skills on 2nd-6th grade levels?*

BACKGROUND: As students increase their reading capacity, skills in English can be introduced. A solid background in the fundamentals of sentence structure can help a student make the transition into pre-GED or GED English. In addition, grammar skills will assist the students in everyday writing tasks.

Beginning grammar students should learn to:

1. Categorize sentences into statement, question, exclamation, and command.
2. Identify subjects and predicates.
3. Identify direct and indirect objects.
4. Differentiate between phrases and clauses.
5. Identify complete and incomplete sentences.
6. Begin to identify simple, compound, and complex sentences.
7. Correctly use basic capitalization and punctuation skills.

SUGGESTED MATERIALS:

1. Learning Our Language, Revised Books I and II, Steck-Vaughn
2. Everyday English, Steck-Vaughn
*3. Hayes Language Drills and Tests, Hayes
4. Introduction to English, Cambridge Pre-GED Program, Cambridge
5. Practical English Drills, H.M. Rowe Company
6. More English That We Need, Frank E. Richards
7. Understanding English, Frank E. Richards
8. English Achievement, Sentence Strength, Troubleshooter I Series, Houghton Mifflin Company
9. Guidebook to Better English Series, Educational Guideline Company
10. Language in Daily Living Series, Steck-Vaughn
11. Capitalization and Punctuation Series, Barnell Loft Ltd.
12. English for Everyday Living, Ideal Publications
13. Basic Skills in Grammar Books I and II, Cambridge
14. Using English, Steck-Vaughn
15. Skills in Language Books I and II, Cambridge
Skill Power Series, Cambridge
16. Signals, Signposts, Landmarks, Cambridge
17. Directing Language Skills, Webster Division McGraw-Hill

*(duplicating master book)

PROBLEM: *In my GED English class, the book we use introduces grammar in great detail. How much of this information is necessary for the GED exam?*

BACKGROUND: The GED Writing Skills Test is designed to test the student's abilities to recognize errors in spelling, punctuation, capitalization, usage, sentence structure, diction, and paragraphing. An understanding of and ability to work with concepts such as subject-verb agreement, verb usage, pronoun usage, and varying sentence structure are important skills for GED students to master. Working on exercises such as identifying gerunds or infinitives in a group of sentences can be minimized for students if they can recognize sentence patterns correctly using these verbals.

In preparing for the GED exam, students need not only a working knowledge of the concepts, but also adequate practice in applying this knowledge within a multiple-choice format. Using supplementary materials that would test their skills in a format similar to the GED exam would help the students transfer the specific concepts learned in class to a more generalized approach used in the exams. For example:

Usage questions could be presented as

1. Either the foreman or one of his workers (1) have (2) left (3) his (4) tools (5) here.

(Correct answer: 2)

Sentence structure questions could be presented as:

1. The city planted three trees. One tree was an oak.

   A. , and one was an oak.

   B. . One tree was planted was an oak.

   C. , one of which was an oak.

   D. . One, it seems, was an oak.

   E. No change

(Correct answer: C)

Attached (Appendix A) is a suggested sequence of teaching English grammar specifically for the GED test. Much of the specific identification of parts of speech has been eliminated. Remember, this is only one suggested curriculum. Modify it to suit your student's needs. Some students, especially those who intend to continue their education in a college or business school, may wish to go into depth in many of the areas covered in this manner in the classroom. Many excellent texts have been prepared to help them towards this goal. The purpose of this outline is to assist those students who do not plan to enter college, but who need a working background in the construction of English grammar.

PROBLEM: *How do I teach "Logic and Organization," the new section on the Writing Skills Test?*

BACKGROUND: The section on logic and organization consists of seven parts:

1. irrelevancy
2. sentence relationship
3. diction
4. economy
5. clarification
6. ordering
7. paragraphing

SUGGESTED ACTIVITIES:

1. Irrelevancy Have students pick out sentences that don't fit in a paragraph

2. Sentence Relationship Emphasize transition words in establishing relationships between sentences or ideas. Give the students examples such as:

   Ralph Nader has widely published the dangers of small cars.
   Many consumers hesitate to buy them.

   The best way to join these two sentences would be:

   A. as a result
   B. eventually
   C. but
   D. for example
   E. none is appropriate (answer: A)

   Emphasize transition words according to the kind of relationship it usually establishes. (For materials that have lists of transition words, see the teacher reference section).

3. Diction Passages and sentences should be consistent in tone. For example, in the sentence, "It has recently been learned that you have not completed your assignment, and therefore, you will be canned," "canned" is a slang expression that does not belong in this relatively formal sentence. In addition, correct word choice will also be tested in this section. Give students practice in correct usage of commonly misused words like accept, except; principle, principal, capitol, capital.

4. Economy It is usually best to use the fewest possible words to express a thought. Avoid unnecessary repetition, unnecessary prepositions, and unnecessary words. Sometimes, however, sentences need more words rather than fewer, and sometimes sentences will need to be combined.

   Example: We ran a mile. We were very tired.

   Better: After running a mile, we were very tired.

5. Clarification Clarification of sentence relationships can be facilitated by:

   A. Repetition of Key Words

      The plumbers union is lobbying for better wages.
      The union is represented by James Fox.

   B. Use Pronouns as Referants

      Cockroaches are extremely annoying. They are hard to exterminate since they reproduce rapidly.

   C. Repetition of Sentence Structure

      In America there are numerous models of cars. In Africa, there are only a few models to choose from.

6. Ordering In some passages, students are asked to recognize that a sentence is poorly placed and to decide where it should appear. Activities that focus on finding the main idea and recognizing types of paragraph development would be beneficial. Major types of logical development of paragraphs include:

   A. cause and effect
   B. comparison and contrast
   C. classification
   D. sequence of events

7. Paragraphing Some passages on the test may be more logical if divided into two or more paragraphs. Give students practice in deciding where paragraph divisions would be useful. Many times, you can determine where a new paragraph should start by looking for the introduction of a new topic or a different point of view.

TEACHER REFERENCES:

1. Regnery GED Program: Test 1, the Writing Skills Test, Regnery

2. The New Cambridge GED Program for the Writing Skills Test, Cambridge

PROBLEM: *What materials are available to help in teaching composition?*

BACKGROUND: In order for students to write well, practice is essential. To motivate students to write, teachers should suggest writing experiences that are within the student's range of experience. Students must understand that writing is enhancing other communication skills. Writing contributes to the development of critical thinking and careful organization of thoughts. Encouraging students to write must be accompanied by purposeful activity. The teacher must establish a clear sense of direction at the beginning of instruction. Writing instruction should be sequentially structured and care must be taken not to introduce concepts more quickly than they can be assimilated.

SUGGESTED ACTIVITIES:

1. Have students write an answer to someone else's "Dear Abby" letter.
2. Have class discussion on topics such as love, marriage, taxes, or drugs. Encourage students to write down their feelings on one of these topics not worrying about whether the writing is "correct."
3. As a classroom project have students compose a letter to a famous person (movie star, sports star, etc.). Pass the letter around the room allowing each student to add one or two statements.
4. Encourage students to play with words (rhyming, homonyms).

AVAILABLE MATERIALS:

1. Composition in Action 1 and 2, SRA
2. Solving Writing Problems, SRA
3. Approaches to Writing, SRA
4. Composition Workshop, Oxford Book Company
5. A Programmed Approach to Writing, Ginn & Company
6. Language Works, McDougal, Litell, & Company
7. Sentence Craft, Ginn and Company
8. Synthesizing, Ginn and Company
9. Commanding Sentences, Scott, Foresman and Company

PROBLEM: *Upon completion of the GED program my students want to enroll in college. What help in spelling and vocabulary building to you recommend?*

POSSIBLE SUGGESTIONS: Do spelling exercises in class. Even in a multi-level classroom students may like to come together as a group to do a spelling exercise. Emphasize using the words in context. Reinforce words learned in previous lessons. Possible exercises:

1. Teach the process of sounding out words (be careful to indicate that the English spellings may differ from the phonetic spelling).

2. Teach words in patterns: found, around, bound, sound; fight, sight, light, might, right;

3. Teach sight words that simply must be memorized. Emphasize commonly misspelled words: business, Tuesday, library;

4. Emphasize the words that a student misspells. If the student writes buisness for business, then have him write it several times like buSIness, making the correct spelling more visible. This technique may also be used when introducing difficult sight words: contemPT (emphasizing the silent p).

5. Divide longer words in syllables on the board when first introducing them; ap/pli/ca/tion.

6. Teach homonyms in pairs, giving the student practice in the correct usage of each one: accept, except; principal, principle; peace, piece, etc.

7. Teach suffixes and prefixes as a way to increase spelling skills.

8. Changing forms of words is another technique: America-American; senate-senator; Sweden-Swedish; revolt-revolution; etc.

9. Study groups of words built around a common theme: Hospital: medication, operation, surgeon, clinic, patient, visitor; Home Construction: foundation, furnace, mortgage, plumbing, contractor, architect, garage, etc.

AVAILABLE MATERIALS:

1. General Preparation Books
   (a) Correct Spelling, Second Edition, H.M. Rowe Company
   (b) Spelling Workshop, Oxford Book Company
   (c) Spelling, Cambridge
   (d) Gateways to Correct Spelling, Steck-Vaughn
   (e) Spell It Out, Reading/Spelling Workshop, Globe Book Company
   (f) Spelling Dictation Skill Text, Parts A and B, Special Service Supply
   (g) College Word Study, PAR
   (h) Spelling and Dictionary Study, Monarch Press
   (i) Spelling Errors You Hate to Make and How to Avoid Them, Xerox Corporation
   (j) Spelling Steps, Parts I and II, Steck-Vaughn

2. Programmed Spelling Books
   (a) Programmed Spelling for High School and College, Ann Arbor Publishers
   (b) Sound Spelling, Books 1-6, Boyd & Fraser Publishing Company
   (c) New Century Basic College English, Spelling I and II, Meredith Corporation
   (d) Michigan Programmed Spelling Series, Ann Arbor Publishers
   (e) Spelling 1500: A Program, 2nd Edition, Harcourt, Brace, Jovanovich

PROBLEM: *Our math textbook has few reinforcement exercises and does not provide enough word problems to integrate computational skills (like Steck-Vaughn's Basic Essentials of Math or Working with Numbers).*

BACKGROUND: Many textbooks present a concept with generally one page of practice, and then move on to another concept. Usually there are review pages after each major unit that reinforce all previously learned skills. However, major problems arise in the number of word problem exercises and in the grouping of these exercises. Students generally need additional practice with word problems. Practice with various types of word problems where students need to identify the process they need to use to solve the problem, is an essential supplementary procedure. For example, there may be 12 word problems that follow an explanation of perimeter. On the following two pages, area is introduced with 10 word problems. Volume comes immediately after that with nine word problems. Most students can follow the procedure as long as they are working on one formula. The problem comes in deciding which formula to use when given a problem not following an explanation of one procedure. In other words, they can perform the operation, as long as it is on the same page or immediately following the explanation. What the students need are pages of exercises where several types of problems are given, so they must learn to apply appropriate formulas to the problem. Unfortunately, most math workbooks are designed in a similar manner. Teachers must recognize and provide some additional practice to solve this problem.

POSSIBLE SOLUTIONS:

1. On ditto masters, prepare exercise sheets using problems from more than one skill area. One set can have addition, subtraction, multiplication and division of fractions problems. Do not group the problems according to what skill is tested.

2. Explain the process of deciding how to attack a word problem. Separate out important and unimportant facts. Decide if they are in compatible terms (you can't multiply fractions times decimals). If not, change them so they are all in the same form. Then lay out the steps you need to go through. Work through this process several times with your students before asking them to attack word problems on their own. (For a detailed explanation of word problems, see page 69).

POSSIBLE SOLUTIONS: (cont.)

3. Ask the students to create word problems giving them the types of exercises and actual figures for each individual problem.

SUGGESTED MATERIALS:

1. Practice tests from most of the GED review books are excellent sources for word problems.
2. Skills in Mathematics, Books I and II, Cambridge
3. Systems 3, Mathematics, Follett
4. Mathematics in Daily Living Series, Steck-Vaughn
5. Basic Math, An Individualized Course, (a Kit), Westinghouse Learning Press
6. Skills and Patterns Series, Addison-Wesley
7. Review Text, Preliminary Mathematics, Amsco School Publications
8. Arithmetic Skills Workbook, Amsco School Publications

PROBLEM: *How do I introduce algebra, particularly the concept of variables, to my GED students?*

BACKGROUND: Algebra, for most GED students, is either a subject to which they have not been exposed, or an area of previous academic failure. GED algebra should not be as extensive or as formalized as in a regular high school course. The objective is to cover basic algebraic concepts such as variables, signed numbers, formulas, graphs, simple equations and verbal problems. It is not necessary to teach quadratic or simultaneous equations.

POSSIBLE APPROACHES:

1. Commonplace relationships, already familiar to the student, are good to introduce algebra. The instructor takes a relatively simple relationship and writes a formula to represent it:

   A. Annual rent equals 12 times the monthly rent:

   $$R = 12 \times M$$

   B. Total cost equals price plus sales tax:

   $$T = P + S$$

   Whatever formulas are used, they should deal with relationships which the student can handle intuitively.

2. Have the students create their own formulas:

   A. If a sweater costs $12.00, how much do c sweaters cost? Initially, students often can see the relationship better if they substitute a number for the variable:

   B. If a sweater costs $12.00, how much do (3) sweaters cost? Ask the students to identify the process they would use to find the answer: Multiply 3 x $12.00. Therefore, now substituting the c for the 3, the answer is c x $12.00 or $12c.

3. Once students can perform the first two steps above, have them use practical formulas. For instance, if a man is going to buy carpet for his living room which is 12' by 10', he needs to find out how many square feet of carpeting he needs. Go through the arithmetic computations with the students: 12' x 10' = 120 square feet of carpeting. Now show the students how this arithmetic process is written in algebraic terms: Area equals length x width, or A = lw. Using the same figures as above, A = 12' x 10' or 120 sq. ft.

4. Finally, have students evaluate algebraic expressions that have no immediate relationship to reality. If r = 2, b = 3, and c = 4, evaluate the expression: bc + r. (3)(4) + 2 = 12 + 2 = 14. Merely substitute the numerical values for the respective variables and then follow the mathematical computations as indicated.

SUGGESTED MATERIALS:

1. An Introduction to Verbal Problems in Algebra. (A Programmed Unit), Encyclopedia Britannica Press
2. Algebra Skills Kit, SRA
3. Mathematics for Achievement: Algebra, Houghton Mifflin Company

PROBLEM: *How can I help my students solve verbal (word) problems?*

BACKGROUND: Solving word problems involves considerably higher level skills than those involved in mere computation. Much of the difficulty a student has in learning to solve verbal problems can be attributed to one or more of the following causes:

1. poor computational skills
2. poor reasoning ability
3. lack of a systematic approach
4. inability to relate the problem to arithmetic operations
5. inability to discriminate essential from non-essential data
6. inadequate reading or vocabulary skills
7. failure to comprehend the meaning of the problem

These causes are often interrelated. For example, inability to discriminate essential from non-essential data may be the result of poor reasoning, lack of a systematic approach, or failure to comprehend the meaning of the problem.

POSSIBLE APPROACHES: Some basic methods follow which may be used alone or in combination for solving word problems. Often a combination of more than one method may be used to solve a problem. One may want to use a diagrammatic representation along with an analysis to solve a problem.

1. Summarizing and Clarifying

   Simply have the student repeat the problem, in their own words, summarizing and clarifying the meaning of the problem.

2. Analysis

   The student answers the questions and performs the necessary computations in the following procedure:

   A. What is asked?
   B. What is given?
   C. What arithmetic operations are needed?
   D. In what order should those operations be performed?
   E. Estimate the answer

POSSIBLE APPROACHES: (cont.)

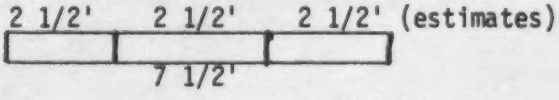
F. Solve for the answer
G. Compare the answer with the estimate
H. Check the answer with the words of the original problem

3. Analogy

Orally, give the student a problem very similar, but perhaps more simple, than the one the student is presently attempting. If the student can solve the simplified problem, have the student transfer the process to the more difficult problem.

4. Graphic Representation

If possible, give the student a graphic or diagrammatic representation of the problem. For example, "If Max has a board 7 1/2' in length and he cut it into lengths of 2 1/2', how many pieces will he have?" Show the student:

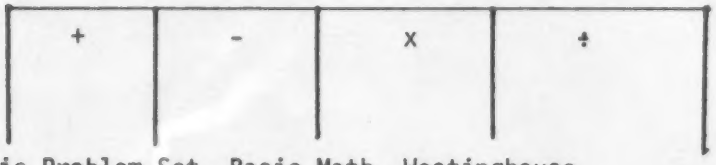


Show the student that dividing 7 1/2' by 2 1/2' would determine the number of pieces.

5. Make sure students are familiar with mathematical vocabulary. Give them exercises such as:

What operation (+, -, x, ÷) does each of the following words tell you to do? Put it under the symbol for the operation in the chart below:

1. Total	6. ratio	11. product
2. minus	7. more than	12. greater than
3. double	8. times	13. sum
4. half of	9. difference	14. decreased by
5. plus	10. quotient	15. less



TEACHER REFERENCES:

Basic Problem Set, Basic Math, Westinghouse Learning Press

Hayes Mastery Arithmetic Word Problem Drills, Grade 5, Grade 6, Hayes School Publishing Co. (Duplicating Master Book)

PROBLEM: *Is estimation of value to math students?*

BACKGROUND: Considering its value to a GED student, no phase of arithmetic is probably more neglected than estimation. Many teachers are so involved with getting the "correct" answer, that "estimating" is often overlooked. Estimating can be valuable in the analysis of word problems and in checking the probability of solutions or computations. For example, take the problem of 50 2/3% of 200. The student who has learned to estimate 50 2/3% as 1/2 of 200 probably has a better concept of percent than the student who simply uses the multiplication rule (200 x .5067) without a concept of how much 50 2/3% is.

Since the GED test is multiple choice, a student using estimation can readily eliminate unreasonable choices. For example, given the problem: .372 x 49.2 is:

1. 160.844
2. 16.0844
3. 25.0844
4. 12.0844
5. None of these

Rounding off .372 to .3 and 49.2 to 40, the estimate is 15. This estimate virtually eliminates all of the choices except 2) and 5). Then, using careful computation and the rules for placing the decimal point, the student can see that the correct answer is 2) 16.0844.

However, you must caution the student as to the proper use of estimations. Estimation is to be used as a guard against unreasonable answers. It should not be used as a method for making a "quick guess." The idea of estimation is simply as a supplementary check to insure against computational mistakes which happen far too often.

PROBLEM: *My students would like math problems that are relevant to their day-to-day activities. Are there commercial materials that focus on math life skills?*

BACKGROUND: Students can develop academic skills related to mathematics competence at the same time as developing life skills related to functional competence. Life skills such as managing money, shopping, transportation costs, credit, and health and safety can be taught along with number skills like multiplying decimals, averaging and using measurement systems. Often the most beneficial activities are devised by the teacher to fit individual students' needs.

SUGGESTED MATERIALS:

1. Improving Math Competence, Cambridge
2. Reaching Math Competence, Cambridge
3. Number Power, The Real World of Adult Math, Books I and II, Regnery
4. Mathematics in Daily Living Series, Steck-Vaughn
5. Mathematics for Today, Levels Red and Blue, Oxford
6. Working Makes Sense, Fearon Publishers
7. Using Dollars and Sense, Fearon Publishers
8. Consumer Mathematics Series, Behavioral Research Laboratories
9. Mathematics for Daily Living, McCormick-Mathews Publishing Company
10. Mathematics in Living Series, Pruett Press, Boulder Colorado

PROBLEM: *What materials are available on the 3 - 7 grade level that present social studies and science concepts?*

BACKGROUND: While developing reading skills, students can also be acquiring basic science and social studies concepts. Materials covering biology and American history are particularly helpful for building a background for GED preparation. The following list is only a partial suggestion of materials that are available. Check with local elementary and secondary schools in your community. You may find a number of materials that can be adapted successfully for use with adult students.

SUGGESTED MATERIALS:

Science

1. The Wonders of Science Series, Steck-Vaughn
2. Science Tutor Books, Xerox
3. The Body Machine - Parts and Functions, Xerox
4. The Body Machine - Care and Maintenance, Xerox
5. Study Lessons in General Science Series, Follett
6. Life Science, Steck-Vaughn

Social Studies

1. Backgrounds: An American Reader Book Series, Xerox
2. Our USA, Parts 1 and 2, Steck-Vaughn
3. My Country - The USA, Steck-Vaughn
4. Study Lessons in Our Nation's History Series, Follett
5. Our United States, New Reader's Press
6. Our United States Workbook, New Reader's Press
7. The Government and Voting Series, New Reader's Press

TEACHER REFERENCES:

A Science Dictionary, Xerox

PROBLEM: *With the changes in the social studies and science tests on the GED, what materials will provide general coverage of the content necessary to answer the concept (discrete) item questions?*

BACKGROUND: The concept items on these two test areas are questions that do not have a stimulus (reading passage, chart, diagram), but that require prior knowledge. There have always been concept items on the social studies and science tests. The Educational Testing service simply did not connect them to a stimulus passage when they revised the tests. Introduction of concept items does not mean that students need to learn a whole science or social studies curriculum. A general background preparation is indicated. Because of the numerous forms of the GED test, you cannot assume that the test one student took will be the same test other students will take. Students should be given practice reading selections that have social studies or science content. They should be exposed to specialized vocabulary in both content areas. Instructors should help students 1) highlight important terms and 2) make comparisons of concepts. For example, the basic difference of the "isms" (communism, capitalism, Marxism, and socialism) can be covered in a short class lesson. It is important that students acquire concepts instead of specific vocabulary. It is not enough just to know definitions, but each concept should be discussed in a general way so the student has a flexible background and working knowledge. The student should be able to: 1) apply a concept such as "reactionary" to a number of concrete situations and 2) recognize such a concept in a passage even when it is not labeled as such. In addition to an understanding of these concepts, the skills of data interpretation are crucial. Teaching students to interpret graphs, charts, maps and tables is imperative.

In science this same emphasis on general concepts should be included. The biological science concepts of anatomy and physiology are two major concepts that can be taught in a short unit. Anatomy is the actual physical structure of the body i.e., bones, muscles, cells. Physiology, then, is how these parts of the body function together. The skeleton system falls under the category of physiology. This short lesson would cover basic terminology and concepts and introduce the students to the nature and function of biology. In addition, in science, the class should

examine the possible mathematical formulas that could appear on the test: Distance = Rate x Time; Centigrade = 5/9 (°Fahrenheit - 32). Also, you should cover general content in the following 5 areas: physics, chemistry, earth science, astronomy and biology.

SUGGESTED MATERIALS:

Science

1. Basic Science for Living Books, I and II, Steck-Vaughn
2. The Follett Basic Learning Program - Science, Follett
3. Systems 3, Science, Follett
4. Book 3, Preparation for High School Equivalency in Science, Steck-Vaughn

Social Studies

1. Systems 3, Social Studies, Follett
2. Book 2, Preparation for High School Equivalency in Social Studies, Steck-Vaughn
3. The American People, Their History to 1900, Steck-
4. The American People, Their History Since 1900, Steck-Vaughn

ADDITIONAL MATERIALS:

(for students' individual reading)

Science

1. Handbook of Basic Science, Cambridge
2. Career Advancement Programs: Physics, Biology, Fundamentals of Physical Science and Chemistry, F.E. Braswell Company (programmed review texts)

Social Studies

1. Career Advancement Programs: Social Studies Series, F.E. Braswell Company (programmed review texts)
2. The People's Power: Government and Voting, New Readers Press
3. American History Study Lessons, Follett

TEACHER REFERENCE:

A Science Dictionary, Xerox Publications

PROBLEM: *I have problems finding Constitution materials, and I'm not sure how comprehensive the instruction for the Constitution Test should be.*

BACKGROUND: In addition to passing the GED, each candidate must pass an examination on the Constitution of the State of Illinois and United States. If students have passed a Constitution test in high school, they need a letter from their school's registrar stating the date of the test and the passing score. This letter should be taken to the GED testing office when the student registers to take the five content areas of the GED. It is sufficient evidence of knowledge of the constitution. Or, a GED program, in cooperation with a public school or community college district, may test students and submit a letter with the date and passing score which will also meet the constitution requirement. This alternative may prove beneficial to the student in that passing the constitution test while preparing for the GED gives the student a feeling of accomplishment and success. It also lightens the burden on the GED testing days. Finally, if no provisions have or can be made for the student to pre-take the Constitution test, the test will be given to the student as a 6th part of the regular GED test.

General coverage of the following is warranted:

1. Declaration of Independence
   - A. Purpose
   - B. Author and Date

2. The U.S. Constitution
   - A. Articles of Confederation
   - B. Philadelphia Constitutional Convention in 1787
   - C. Preamble
   - D. Articles I - VII
   - E. Separation of Powers
   - F. Legislative Department
     1. Congress
     2. House of Representatives
        number of representatives, length of term
     3. Senate
        number of senators, length of term
     4. Election Procedures
     5. Powers of Legislative Department
   - G. Executive Department
     1. Cabinet
     2. Electoral College
     3. Powers of the President
     4. Requirements of a Presidential Candidate

H. Judicial Department
   1. U.S. Supreme Court; number of judges, length of term
   2. U.S. Circuit Courts of Appeal
   3. U.S. District Courts
   4. Judicial Powers
I. How a Bill becomes Law
   1. Veto power of President
   2. Overriding a Presidential veto
J. System of Checks and Balances
K. The 26 Amendments
   1. Bill of Rights (first 10)
      - freedom of speech (1)
      - freedom from testifying against yourself (5)
      - accused persons' rights (6,7,8)
   2. Civil Rights Amendments (13,14,15)
   3. Women's Right to Vote (19)
   4. 18 year old citizens right to vote (26)

3. Illinois Constitution

A. Bill of Rights
B. Separation of Powers
C. Voting and Elections
D. The State Legislature (General Assembly)
   1. Senate, Number of Senators, Length of Term
   2. House of Representatives, Number of Representatives, Length of Term
   3. How a Bill becomes Law; Veto; Overriding a veto
E. The State Executive Department
   1. Requirements for candidates for elected positions: age, length of term, duties
   2. Powers of:
      A. Governor
      B. Lt. Governor
      C. Attorney General
      D. Secretary of State
      E. Comptroller
      F. Treasurer
F. The State Judicial Department
   1. Types of courts
   2. Elected judges, length of term
G. Powers of Local Governments
H. Revenue/Appropriations
I. State's Responsibilities for Education

4. Display of U.S. Flag
   - A. When flown with flags of other countries
   - B. When flown with state and local flags
   - C. When carried in a procession
   - D. When displayed with other flags from crossed staff
   - E. What position it should be displayed in
   - F. What the flag should not touch

SUGGESTED MATERIALS:

1. The Illinois Office of Education, Adult Continuing Education Section, has prepared a study guide for the Constitution Test. Contact your local program administrator for information on obtaining copies for your students.
2. Our American Constitution, Revised. The Story of a Great Document, Steck-Vaughn
3. The Meaning of the Constitution, Barron's
4. Handbook of Illinois Government, Secretary of State's Office, Illinois
5. Our Constitution and Government, Simplified Edition, United States Department of Justice, U.S. Government Printing Office
6. The United States Constitution, Behavorial Research Laboratories (a programmed textbook)
7. About the Constitution of the United States of America, A Scriptographic Booklet, Channing L. Bete Company
8. Our Constitutional Government, School Administrator's Service
9. The Constitution, Parts I and II, Milliken (duplicating master books)

PROBLEM: *My students need help in reading tables, graphs, maps, and diagrams.*

BACKGROUND: Illustrative aids such as tables and graphs can help students gain conceptual information that may be helpful in response to comprehension questions. The skills of data interpretation, particularly on the GED test, are crucial.

POSSIBLE APPROACHES:

1. Bring to class a variety of illustrative materials for students to analyze, such as: circle, line and bar graphs; physical maps, charts, tables, diagrams, political cartoons, pictures, advertisements.

2. Select materials that have questions representing two categories of analysis:

   A. knowledge questions

   B. comprehension questions

3. Provide practice for students which helps them determine the sequence of steps to follow when confronted by a multi-step problem.

4. Provide practice for students in correctly interpreting all of the data given in a material.

SUGGESTED MATERIALS:

1. Map Skills for Today Series, Xerox Publications
2. Tables and Graphs Skills Series, Xerox Publications
3. Following Directions*, Scope Visuals, Scholastic Book Services
4. Making Inference From Maps*, Visual Materials, Incorporated
5. Earth Science Series: Mapping*, Milliken Publishing Company
6. Skills for Understanding Maps and Globes, Follett
7. Maps Unfold the World, Parts I and II*, Milliken
8. Many GED books have sections on interpretation of illustrative aids. The explanation can usually be found in the math section.

* - duplicating master books

PROBLEM: *I teach senior citizens in nursing homes. What materials and/or activities can I use to motivate them?*

BACKGROUND: Teaching a class in a senior citizen or nursing home is quite a challenge. Students vary widely in ability, alertness, attention span and information retention rates. In addition, problems can arise from medication being taken or from long term psychological isolation. Special problems, particularly auditory and visual losses need to be taken into consideration in the types of materials used and in the arrangement of the classroom. Often, academic instruction is best received when connected to another kind of activity. A main objective of the class may be simply to promote interaction and participation with others.

SUGGESTED ACTIVITIES:

1. Many patients have friends or relatives whom they may wish to write. Help them write the letters incorporating short units on punctuation, spelling, and sentence structure.

2. Arts and crafts are another kind of activity many senior citizens enjoy. Incorporate skills on following directions, abbreviations used in craft kits, or figuring the worth of an article the residents make.

3. Games such as keno and bingo can be used with residents who need to review letters, colors or shapes. These games can be made with vocabulary words that are relevent to the individuals and that need reinforcement.

4. Music can often be a stimulus to discussion of lyrics, composers, and musicians.

5. Residents may particularly enjoy audio-visual stimuli such as films, filmstrips or records. Reading is often difficult for them, so if instructional material can be found in an audio-visual format, the class may learn the content more quickly.

6. Invite community leaders and/or special interest speakers to the class. These special guests may bring added vitality and promote interests in many different areas.

7. Ocassionally, incorporate discussions of social, political or religious concepts based on television shows the students have watched.

8. For patients who are able to read books, use special interest books such as A Good Age, by Alex Comfort, or Passages, by Gail Sheehy, that pertain particularly to that age group. Many discussions can be quite lively using books as the stimulus.

9. Check to see if the local public library has large print books or recordings of books for students who have difficulty reading.

TEACHER REFERENCES:

Middle Age and Aging, A Reader in Social Psychology, Bernice L. Neugarten, Editor, University of Chicago Press, Chicago, 1968.

PROBLEM: *What materials can I use to teach institutionalized and/or handicapped students?*

BACKGROUND: Institutionalized students (those in prisons, mental health facilities) may often be able to use standard academic materials. Supplementary materials should have a high degree of relevance and interest. In prisons, emphasis can be placed on high interest materials (see page 51) or on career exploration. In mental health facilities, emphasis can be on life skills, particularly if a resident is about to be re-integrated into the community, or on materials that stimulate involvement with a particular interest area.

Handicapped students may require special programming and materials. Many resources are available for meeting an individual's needs from the following organizations.

POSSIBLE RESOURCES:

1. Visually Handicapped

   A. Chicago Lighthouse for the Blind
   1850 West Roosevelt Road
   Chicago, Illinois 60608
   (312) 666-1331

   Large print, braille and cassette tapes for ABE/GED students available on loan, at no charge other than return postage.

   B. Johanna Bureau
   22 West Madison Street, Suite 540
   Chicago, IL 60612
   (312) 332-6076

   Will change standard classroom textbooks into braille (usually at no charge).

   C. American Printing House for the Blind
   1839 Frankfurt Avenue
   P.O. Box 6085
   Louisville, Kentucky 40206

   Catalog of all books that are available in large print or braille.

   D. Services for the Visually Impaired
   Illinois Office of Education
   100 North First Street
   Springfield, Illinois 62777
   (217) 782-4338

   Information on funding for special materials.

2. Hearing Impaired

A. Chicago Hearing Society
6 East Monroe Street
Chicago, Illinois 60603
(312) 332-6850

Publishes Illinois State-wide Directory of Services for the Hearing Impaired, a directory that lists resources in the areas of equipment/materials, emergency numbers, captioned films, legal services, transportation, religious services, and both in- and out-of-state resources or academic agencies. A duplicating charge of $3.00 is requested.

3. General Resource Information

A. Handicapped Programs
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777
(217) 782-6601

General information regarding funding, available programs, and resources.

B. Center for Program Development for the Handicapped
Chicago City-wide College
209 North Michigan
Chicago, Illinois 60601
(312) 977-2551

Publishes Guide for People with Disabilities which contains information regarding financial assistance, service organizations, self-help organizations, equipment/materials sources. They also have a guide for teachers of handicapped students and bibliographies to facilitate in-depth study.

PROBLEM: *Most of my students are required to attend, or are being paid to attend class. How can I get them interested in learning?*

BACKGROUND: Students can be apathetic or even hostile to education as a result of previous school failures. They often genuinely want to learn, but cannot risk possible embarrassment. They may have a poor self-image and dislike the competition of the traditional classroom. Young adults particularly may need special motivational attention.

POSSIBLE SOLUTIONS:

1. Use high interest materials. Expand on a student's interest in music or sports by using materials that give him information on a particular interest area (see page 51 for a listing of high interest, low vocabulary books).

2. Individualize instruction. Assign programmed materials that assure some success. Provide constant, sincere praise for even minor accomplishments and encourage them to believe in their ability to succeed.

3. Present the students with several options for learning activities each class period. Make them responsible for choosing what they will learn. Say to students, "For the next hour you may (a) work in teams on math skills, (b) play a vocabulary game, (c) read materials that interest you, or (d) roleplay a historical event. Which activity are you most interested in doing?"

4. Make use of instructional games. For information about various kinds of games see the teacher reference section.

5. Discuss what success and failure really are*. Pass out the following descriptions and ask the students to determine if these people were probably successes or failures:

   A. Wanted to be a leader; ran for president of his freshman class in college, and according to his mother, was "swamped."

   B. Wanted to be a military leader or great statesman; as a student, failed his exams to enter the Royal Military College three times.

C. Had 24 brothers and sisters; lived in poverty; moved from one foster home to another, and dropped out of high school at age 16.

D. Wanted to be a performer; went to drama school in New York, but the school told her she had no acting ability.

Students usually label most of these people as failures. When the students learn that John Kennedy was the person who lost as president of his freshman class, that Winston Churchill failed his entrance exams three times, that Flip Wilson was the boy who had lived in poverty, and Lucille Ball was the failure in drama school, they really begin to think. Highlight the fact that all people both succeed and fail at times. Ask students what successes they have had.

6. Ask the students to write out their goals. Adapt instruction to areas that would help the student achieve personal goals.

7. Ask students to make presentations on a particular interest of theirs. You might learn a few things, as well.

TEACHER REFERENCES:

North American Simulation and Games Association.
% Richard McGinty
University of Southern California
Los Angeles, California 90007

*Taken from "Techniques for Teachers of Adults," NAPCAE, Washington, D.C., December, 1974, Vol. XV, No. 3.

Appendix A

SEQUENCE OF ENGLISH SKILLS
(With Problem Areas Denoted)

Donna Amstutz
Region I, Adult Education Service Center

Maria Thiel
Moraine Valley Community College

I. Parts of a Sentence

- A. Subject/Predicate
- B. Direct Object/Indirect Object
- C. Recognition of
  1. Independent/Dependent Clauses
  2. Prepositional Phrases

II. Rules for Punctuating Sentences

- A. Combining Independent Clauses (four rules)
  1. Comma in front of and, but, or, for and nor
  2. Semicolon before and comma after such conjunctions as however, moreover, consequently
  3. Semicolon alone
  4. If there is a series of commas in any clause, then use a semicolon before and, but, for, or or nor instead of a comma

EXAMPLE: Jack wanted to stay at the party.
Lena wanted to leave.

Rule 1: Jack wanted to stay at the party, but Lena wanted to leave.

Rule 2: Jack wanted to stay at the party; however, Lena wanted to leave.

Rule 3: Jack wanted to stay at the party; Lena wanted to leave.

Rule 4: Jack, Julius, and Anthony wanted to stay at the party; but Lena wanted to leave.

B. Dependent Clauses

1. If they introduce a sentence, use a comma

2. If they follow an independent clause, no punctuation is needed

3. A dependent clause in the middle of the sentence sometimes takes a comma

EXAMPLE:

Rule 1: Before you leave, please sign this check.

Rule 2: Please sign this check before you leave.

Rule 3: (a) Tony Sanchez, who is my neighbor, won the contest.

(b) The man who is my neighbor won the contest.

III. Punctuation

A. Comma - all rules

B. Review Semicolon (see II)

C. Colon

D. Quotation Marks

IV. Capitalization

A. Capitalize all words in a title or name

B. Capitalize languages, races, nationalities, and religions. However, do not capitalize general names of courses.

C. Capitalize names such as grandfather, mother, and father when a proper name can be substituted.

EXAMPLE: John picked up the dress for Mother.
John picked up the dress for Betty.

V. Usage

A. Verb Usage

1. Recognizing compound verb forms to assist in identifying correct verb usage.

2. If, would have clauses

(change "would have" to "had" plus another verb)

Incorrect: If I would have had more money, I could have bought the dress.

Correct: If I had had more money, I could have bought the dress.

Incorrect: If I would have worked harder, I would have passed the test.

Correct: If I had worked harder, I would have passed the test.

B. Subject-Verb Agreement

1. Drop out phrases between the subject and the verb to check agreement.

EXAMPLE: Everyone of the students (hope, hopes) to pass.
Everyone (-) hopes to pass.

2. Subjects that are always singular (each, either, neither, "one" and "body" words).

3. Subjects joined by OR or NOR: The last subject only is the one to agree with the verb.

4. To avoid mistakes with doesn't and don't in subject/verb agreement, read does not for doesn't and do not for don't.

C. Pronouns

1. To check pronoun usage, try each pronoun separately in a sentence.

EXAMPLE: My brother loaned the car to Jerry and (I, me).
My brother loaned the car to Jerry and me.

EXAMPLE: My brother loaned the car to (he and I) (him and me).
My brother loaned the car to him.
My brother loaned the car to me.

2. After between, use object form of the pronoun (him, her, or them).

Incorrect: This is between you and I.

Correct: This is between you and me.

3. When a sentence ends with a pronoun after THAN or AS, complete the sentence to determine pronoun usage.

EXAMPLE: Maria can change a tire faster than (he or him).
Maria can change a tire faster than (he can).

4. Use nominative case pronouns (he, she, I, they, we) immediately after any form of the verb "to be."

Common Usage: It is me. or It was him.

Correct Usage: It is I. or It was he.

EXAMPLE: Who could have guessed <u>that</u> (1) it would be <u>her</u> (2) <u>who</u> (3) would get the highest score on the bowling team?

(2 is incorrect; "it would be <u>she</u>")

5. To check correct usage of who and whom, start by asking a question. If the answer to the question is he, then use who; if the answer is him, use whom. (Questions may not sound grammatically correct).

EXAMPLE: Bill Cosby, (who, whom) we met in Chicago, is to be the speaker.

Question: Who we met in Chicago?
Answer: We met <u>him</u>.
Therefore: the correct pronoun is whom.

6. Use the possessive form of a pronoun (my, his, our, their) before a verb form ending in "ing." (Correct choice underlined in example)

EXAMPLE: Does anyone object to (me <u>my</u>) smoking?
Does anyone object to (Maria, <u>Maria's</u>) smoking?

D. Modification

1. When the subject performs a visible action, use an adverb. Use an adjective when the subject is being described.

EXAMPLE: (a) Andrew looked (strange, strangely) at Carmen. (subject performed a visible action, use strangely)

(b) Andrew looked (strange, strangely) to Carmen. (subject does not perform a visible action, use strange)

(c) She feels (bad, badly). (subject does not perform visible action, use bad)

2. Avoid double comparisons. Use -er, -est, or more, most, but not both.

   Incorrect: He is more smarter than anyone else I know.

   Correct: He is smarter than anyone else I know.

3. When making a comparison between 2 people or things, never use -est or most.

   Statement: Carol is neater than her brother.
   Choice: Carol is the (neater, neatest) of the two.
   Correct: Carol is the neater of the two.

IV. Style and Clarity

1. Faulty modification: a modifier should be placed as close as possible to the word it is describing.

   Incorrect: Mr. Smith stopped to look at the huge dog, putting his golf clubs down.

   Correct: Putting his golf clubs down, Mr. Smith stopped to look at the huge dog.

2. Parallel construction: related ideas are expressed in the same grammatical form.

   Incorrect: I like hunting, fishing and to swim.

   Correct: I like hunting, fishing and swimming.

   Incorrect: He was not only industrious, but also could be depended upon.

   Correct: He was not only industrious, but also dependable.

3. Subordination: students need to recognize the <u>most accurate</u> form of combining sentences without changing the original meaning.

   EXAMPLE: The boss speaks. The secretary takes notes.

   Which of the following would best explain the meaning?

   (a) The boss speaks unless the secretary takes notes.

   (b) The boss speaks despite the fact that the secretary takes notes.

   (c) The boss speaks while the secretary takes notes.

4. Other common errors (the following are examples of supplementary information that students might find useful):

   (a) Avoid double negatives

   Incorrect: I don't have none of those papers.

   Correct: I don't have any of those papers.

   (b) Correct word usage

   1. Things are picked <u>off</u> the ground, not <u>off of</u> the ground.

   2. Never say <u>is because</u>.

   3. Use <u>different from</u> instead of <u>different than</u>.

   Incorrect: My coat is different than yours.

   Correct: My coat is different from yours.

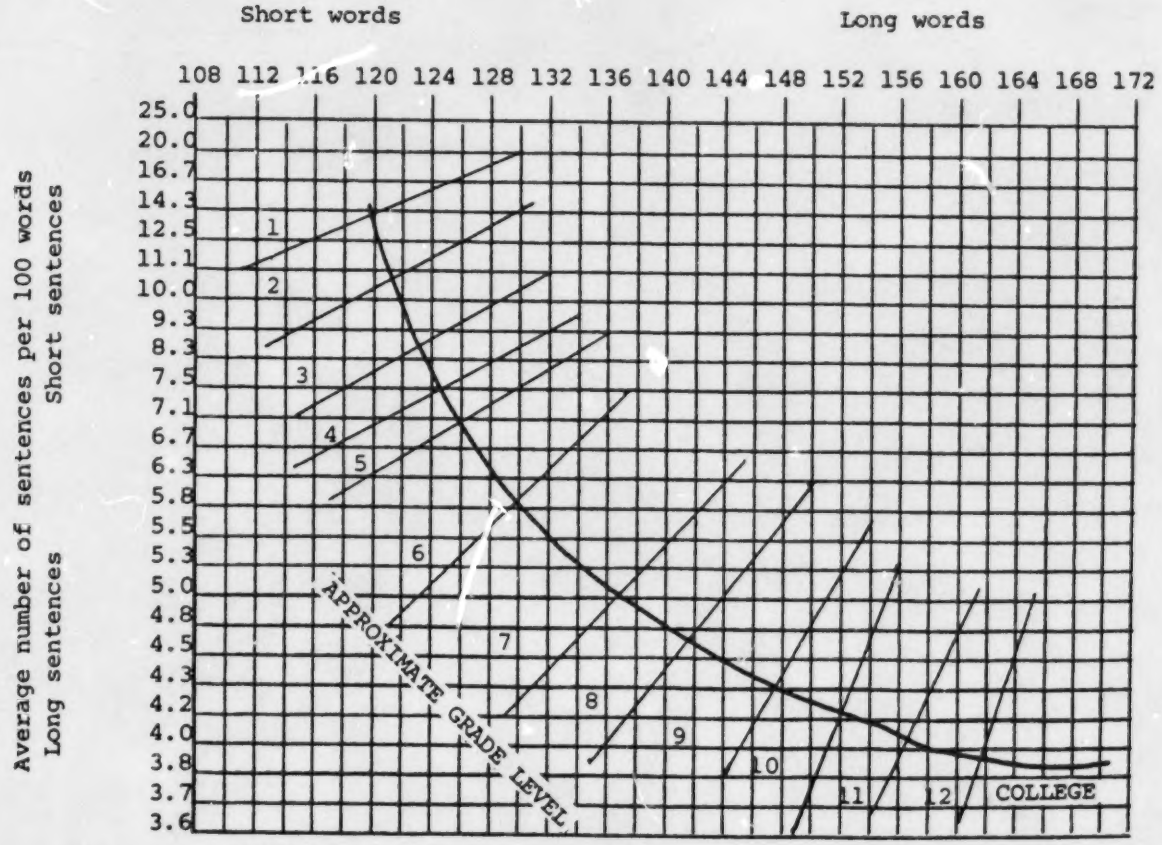
Appendix B

Fry Readability Graph

- Choose three 100-word passages.
- Count the number of sentences in each passage.
- Count the number of syllables in each 100-word passage
- Plot the averages on the "Graph for Estimating Readability" by Edward Fry.

GRAPH FOR ESTIMATING READABILITY

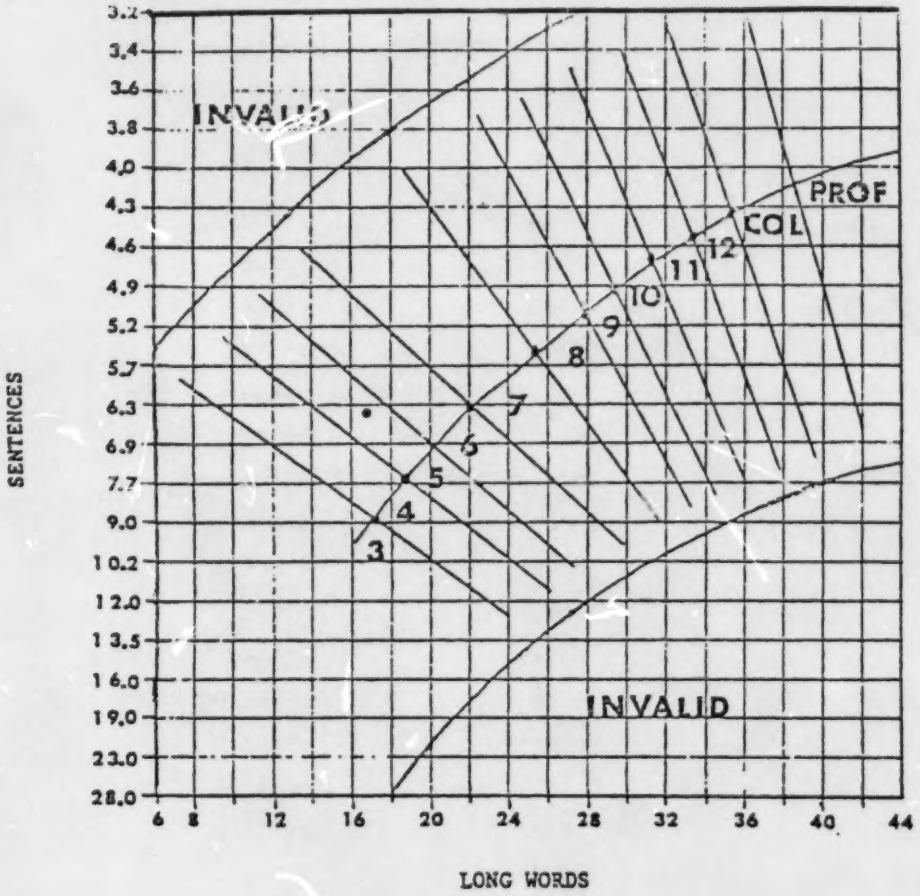
by Edward Fry, Rutgers University Reading Center



Edward Fry, "A Readability Formula That Saves Time." Journal of Reading XI (April 1968): 577. (Note: The author and publisher have generously given permission for the graph to be copied freely.)

Appendix B

THE RAYGOR READABILITY ESTIMATE
ALTON L. RAYGOR - UNIVERSITY OF MINNESOTA



Directions:

Count out three 100-word passages at the beginning, middle, and end of a selection or book. Count proper nouns, but not numerals.

1. Count sentences in each passage, estimating to nearest tenth.
2. Count words with more than five letters. (i.e. length, nearest)
3. Average the sentence length and word length over the three samples and plot the average on the graph.

Example:

	Sentences	5+ Words
Passage A	6.0	15
Passage B	6.8	19
Passage C	6.4	17
Total	19.2	51
Average	6.4	17

Note mark on graph. Grade level of this particular passage is about 5.

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Appendix C

ADULT VOCABULARY LIST

account
America
ambulance
apartment
application
Army
arrest
aunt
automatic
bill
birthday
breakfast
brother
building
bus
car
caseworker
check
child
children
church
citizen
clinic
community
cousin
credit
currency exchange
daughter
discount
doctor
down payment
interest
exit
expressway
factory
father
friend
home
hospital
gas
information
insurance
judge
lawyer
lease
lunch
medicine
mother
nurse
operation
parent
pastor
priest
pills
police
prescription
president
principal
project
relative
reverend
sale
school
sister
smoke
store
street
surgery
teacher
telephone
train
truck
uncle
United States
visiting hours
warrant
waiting room
welfare
x-ray

(This list should be amended to suit your particular students' environment and needs.)

Appendix D

PUBLISHING LIST

Addison-Wesley Publishing Company, Incorporated
Reading, Massachusetts 01867

Allied Education Council
P.O. Box 78
Galien, Michigan 49113

Amsco School Publications
315 Hudson Street
New York, New York 10013

Ann Arbor Publishers
P.O. Box 388
Worthington, Ohio 43085

Arco Publishing Company, Incorporated
219 Park Avenue South
New York, New York 10003

Barnell Loft, Ltd.
Dexter & Westbrook Std.
958 Church Street
Baldwin, New York 11150

Barron's
113 Crossways Park Drive
Woodbury, New York 11797

Behavioral Research Lab
Box 577
Palo Alto, California

Bete, C.L. Company, Incorporated
45 Federal Street
Greenfield, Massachusetts 01301

Book-Lab, Incorporated
Ideas in Education
Box 323
Villa Park, Illinois 60181

Boyd & Fraser Publishing Company
3627 Sacramento
San Francisco, CA 94118

Braswell, F.E. Company
P.O. Box 14342
Raleigh, NC 27610

Cambridge Book Company
488 Madison Avenue
New York, NY 10022

Continental Press, Incorporated
P.O. Box 554
Elgin, Illinois 60120

Economy Company
c/o Individualized Instruction, Incorporated
P.O. Box 68502
5455 W. 84th Street
Indianapolis, IN 46268

Educational Design, Incorporated
47 W. 13th Street
New York, NY 10011

Educational Development Laboratories
c/o McGraw-Hill
Princeton Road
Hightstown, NJ 08520

Education Guideline Company
c/o Economy Company
P.O. Box 68502
5455 W. 84th Street
Indianapolis, IN 46268

Educational Insights, Inc.
211 S. Hindry Avenue
Inglewood, California 90301

EMC Corporation
180 E. Sixth Street
St. Paul, MN 55101

Encyclopedia Britannica
Press
425 N. Michigan Avenue
Chicago, IL 60619

Fearon Publishers, Inc.
6 Davis Drive
Belmont, CA 94002

Follett Publishing
Company
1010 West Washington
Boulevard
Chicago, IL 60607

Ginn & Company
c/o Xerox Individualized
Publishing
191 Spring Street
Lexington, MA 02173

Globe Book Company
175 5th Avenue
New York, NY 10010

Grolier Educational
Corporation
Instructional Systems
Division
845 3rd Avenue
New York, NY 10022

Hammond, Incorporated
Maplewood, NJ 07040

Harcourt, Brace & Jovanovich
757 Third Avenue
New York, NY 10017

Hart Publishing Company
15 W. 4th Street
New York, NY 10012

Hayes School Publishing Company,
Incorporated
6304 Hamilton Avenue
Cincinnati, Ohio 45224

Holt Rinehart & Winston
901 N. Elm Street
Hinsdale, IL 60521

Houghton-Mifflin Company
1900 S. Batavia Avenue
Geneva, IL 60134

Household Finance Company
Money Management Institute
2700 Sanders Road
Prospect Heights, IL 60070

Ideal Publications
c/o Westinghouse Learning
Corporation
1100 S. Laverjne Avenue
Oaklawn, IL 60453

Instructional Fair
Box 1650
Grand Rapids, MI 49501

Instructor Publication
Ionsville, NY 14437

Jamestown Publishers
P.O. Box 6743
Providence, RI 02940

Janus Book Publishers
25825 Mission Boulevard
Hayward, CA 94544

Jodor Publishers
2110 "K" Street
Sacramento, CA 95816

Learning Technology, Incorporated
40 Calvin Avenue
Albany, New York 12206

McCormick-Mathews Publishing Company
Division of Litton Industries
300 Pike Street
Cincinnati, OH 45202

McDougal, Litell & Company
P.O. Box 1667
Evanston, IL 60204

McGraw-Hill
1221 Avenue of the Americas
New York, NY 10020

Meredith Corporation
c/o Hawthorne Books, Inc.
260 Madison Avenue
New York, NY 10016

Merrill, Chas. E. Publishing Company
1300 Olum Creek Drive
Columbus, OH 43216

Milliken Publishing Company
1100 Research Boulevard
St. Louis, MO 63132

Milton-Bradley
East Longmeadow
Springfield, MA 01101

Modern Curriculum Press
13900 Prospect Road
Cleveland, OH 44136

Modulearn, Incorporated
P.O. Box 727
San Juan Capistrano, CA 92675

Monarch Press
c/o Simon & Schuster
630 Fifth Avenue
New York, NY 10020

N.A.P.C.A.E.
National Association for Public Continuing & Adult Education
1201 16th Street NW
Washington, D.C. 20036

New Readers Press
Box 131
Syracuse, NY 13210

New York Times Company
229 W. 43rd
New York, NY 10036

Noble & Noble
1 Dag Hammarskjold Plaza
245 East 47th Street
New York, NY 10017

North American Simulation & Games Association
University of Southern California
Los Angeles, CA 90007

Oxford Book Company (University Press)
1600 Pollitt Drive
Fair Lawn, NJ 07410

P.A.R.
Programs for Achievement in Reading
Abbott Park Place
Providence, RI 02903

Pathescope Educational Media, Incorporated
71 Weymon Avenue
New Rochelle, NY 10802

Pruett Press
3235B Prairie Avenue
Boulder, Colorado 80301

Psychotechnics, Incorporated
1900 Pickwick Avenue
Glenview, IL 60025

Readers Digest Services
Educational Division
Pleasantville, NY 10570

Regents Publishing Company
2 Park Avenue
New York, NY 10016

Regnery, H., Company
114 W. Illinois Street
Chicago, IL 60610

Relevant Productions
P.O. Box 68
Indiana Rocks Beach, FL 33535

Richards, F.E., Company
330 1st Street
Box 370
Liverpool, NY 13088

Rowe, H.M., Company
624 N. Gilmore Street
Baltimore, MD 21217

Scholastic
50 W. 44th Street
New York, NY 10036

School Administrators
Services
Box 608
Skokie, IL 60078

Scope Visuals, Scholastic
Book Services
50 W. 44th Street
New York, NY 10036

Scott Foresman & Company
1900 E. Lake Avenue
Glenview, IL 60025

Simon & Schuster
1230 Avenue of the Americas
New York, NY 10020

South-Western Publishing
Company
5101 Madison Road
Cincinnati, OH 45227

Special Service Supply
Box 705
Huntington, NY 11743

S.R.A. (Science Research
Associates, Inc.)
1540 Poge Mill Road
Palo Alto, CA 94304

Steck-Vaughn
P.O. Box 2028
807 Brazos
Austin, TX 78768

Task Master
Box 1650
Grand Rapids, MI 49501

University of Chicago Press
5801 Ellis Avenue
Chicago, IL 60637

Visual Materials Incorporated
2549 Middlefield Road
Redwood City, CA 94063

Westinghouse Learning Press
770 Lucerne Drive
Sunnyvale, CA 94086

Xerox Education Publications
1250 Fairwood Avenue
Columbus, OH 43216

Appendix E

Illinois Adult Education Service Centers

REGION I ADULT EDUCATION SERVICE CENTER
Phyllis M. Cunningham, Coordinator
3901 South State Street
Chicago, Illinois 60609
(312) 924-0743

REGION II ADULT EDUCATION SERVICE CENTER
Robert Nolan, Coordinator
202 Gabel Hall
Northern Illinois University
DeKalb, Illinois 60115
(815) 753-1441

REGION III ADULT EDUCATION SERVICE CENTER
(PROJECT ACCESS)
Mary Helen Davidson, Coordinator
2350 East Ash
Springfield, Illinois 62703

REGION IV ADULT EDUCATION SERVICE CENTER
Gerri Gerhardt, Coordinator
Trading Post Commercial Building
304 North Maple, Room 202
Urbana, Illinois 61801
(217) 384-3633

REGION V ADULT EDUCATION SERVICE CENTER
(SOUTHERN ILLINOIS ADULT EDUCATION SERVICE CENTER)
Charles Greer, Coordinator
Department of Educational Leadership
Southern Illinois University
Carbondale, Illinois 62901
(618) 453-2418

STATE-WIDE ESL/ADULT EDUCATION SERVICE CENTER
Joanna Escobar, Coordinator
500 South Dwyer Avenue
Arlington Heights, Illinois 60005
(312) 255-9820

(see map on the following page for definition by area that each regional Service Center covers)

2
1
3
4
5

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